

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180141**

**Grants.gov Tracking#: GRANT12660040**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180141

## **\*\*Table of Contents\*\***

| <b>Form</b>   | <b>Page</b> |
|---|-------------|
| <b>1. Application for Federal Assistance SF-424</b>             | e3          |
| <b>2. Standard Budget Sheet (ED 524)</b>                        | e6          |
| <b>3. Assurances Non-Construction Programs (SF 424B)</b>        | e8          |
| <b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>            | e10         |
| <b>5. ED GEPA427 Form</b>                                       | e11         |
| <b>Attachment - 1 (T6 2018 GEPA Statement)</b>                  | e12         |
| <b>6. Grants.gov Lobbying Form</b>                              | e13         |
| <b>7. Dept of Education Supplemental Information for SF-424</b> | e14         |
| <b>8. ED Abstract Narrative Form</b>                            | e15         |
| <b>Attachment - 1 (T6 2018 Abstract)</b>                        | e16         |
| <b>9. Project Narrative Form</b>                                | e17         |
| <b>Attachment - 1 (T6 2018 Table of Contents revised)</b>       | e18         |
| <b>Attachment - 2 (T6 2018 Narrative FINAL)</b>                 | e19         |
| <b>10. Other Narrative Form</b>                                 | e69         |
| <b>Attachment - 1 (T6 2018 Abbreviations)</b>                   | e70         |
| <b>Attachment - 2 (T6 2018 Diverse Perspectives)</b>            | e72         |
| <b>Attachment - 3 (T6 2018 Areas of National Need)</b>          | e73         |
| <b>Attachment - 4 (T6 2018 Applicant Profile)</b>               | e74         |
| <b>Attachment - 5 (T6 2018 Appendix A Course List)</b>          | e75         |
| <b>Attachment - 6 (T6 2018 Appendix B Staff Bios)</b>           | e86         |
| <b>Attachment - 7 (T6 2018 Appendix C New Position)</b>         | e129        |
| <b>Attachment - 8 (T6 2018 Appendix D PMFs)</b>                 | e130        |
| <b>Attachment - 9 (T6 2018 Appendix E Letters of Support)</b>   | e136        |
| <b>11. Budget Narrative Form</b>                                | e144        |
| <b>Attachment - 1 (T6 2018 Budget)</b>                          | e145        |

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

10068231

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: The Trustees of the University of Pennsylvania

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

1231352685A1

\* c. Organizational DUNS:

0422507120000

### d. Address:

\* Street1:

Office of Research Services

Street2:

3451 Walnut Street, 5th Floor

\* City:

Philadelphia

County/Parish:

Philadelphia

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

19104-6205

### e. Organizational Unit:

Department Name:

0222 - Middle East Center

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

ELIZABETH

Middle Name:

D

\* Last Name:

PELOSO

Suffix:

Title: AssocVicePres/AssocViceProvost for Research

Organizational Affiliation:

The Trustees of the University of Pennsylvania

\* Telephone Number:

2157460234

Fax Number:

2158989708

\* Email: epeloso@upenn.edu

PR/Award # P015A180141

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Title VI National Resource Center Funding and FLAS Fellowship Funding 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant PA-002

\* b. Program/Project PA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2018

\* b. End Date: 08/14/2022

**18. Estimated Funding (\$):**

|                     |              |
|---------------------|--------------|
| * a. Federal        | 2,630,463.00 |
| * b. Applicant      | 0.00         |
| * c. State          | 0.00         |
| * d. Local          | 0.00         |
| * e. Other          | 0.00         |
| * f. Program Income | 0.00         |
| * g. TOTAL          | 2,630,463.00 |

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Ms. \* First Name: LEONA

Middle Name:

\* Last Name: HOBBS

Suffix:

\* Title: Associate Director

\* Telephone Number: 2158989984 Fax Number: 2158989708

\* Email: PennAORs@lists.upenn.edu

\* Signature of Authorized Representative: Ms. LEONA HOBBS

\* Date Signed: 06/25/2018

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 120,659.00            | 123,362.00            | 126,144.00            | 129,009.00            |                       | 499,174.00   |
| 2. Fringe Benefits                   | 31,836.00             | 32,693.00             | 33,575.00             | 34,484.00             |                       | 132,588.00   |
| 3. Travel                            | 13,200.00             | 13,200.00             | 13,200.00             | 13,200.00             |                       | 52,800.00    |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          | 10,200.00             | 9,300.00              | 9,300.00              | 9,300.00              |                       | 38,100.00    |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             | 104,670.00            | 114,070.00            | 111,070.00            | 110,920.00            |                       | 440,730.00   |
| 9. Total Direct Costs<br>(lines 1-8) | 280,565.00            | 292,625.00            | 293,289.00            | 296,913.00            |                       | 1,163,392.00 |
| 10. Indirect Costs*                  | 22,445.00             | 23,410.00             | 23,463.00             | 23,753.00             |                       | 93,071.00    |
| 11. Training Stipends                | 343,500.00            | 343,500.00            | 343,500.00            | 343,500.00            |                       | 1,374,000.00 |
| 12. Total Costs<br>(lines 9-11)      | 646,510.00            | 659,535.00            | 660,252.00            | 664,166.00            |                       | 2,630,463.00 |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 37.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180141

|  |   |
|--|---|
| Name of Institution/Organization               | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
| THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA |   |

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

PR/Award # P015A180141

Page e8



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

|  |   |
|--|---|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> | <b>TITLE</b>                                  |
| Filled For Validation                              | Associate Director Office of Research Service |
| <b>APPLICANT ORGANIZATION</b>                      | <b>DATE SUBMITTED</b>                         |
| The Trustees of the University of Pennsylvania     | 06/25/2018                                    |

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance   | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name <input type="text" value="N/A"/><br>* Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/><br>* City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/><br>Congressional District, if known: <input type="text"/>  |  |  |
| <b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b><br><br><br><br><br>  |  |  |
| <b>6. * Federal Department/Agency:</b><br><input type="text" value="DEPARTMENT OF EDUCATION"/>   |  | <b>7. * Federal Program Name/Description:</b><br><input type="text"/><br>CFDA Number, if applicable: <input type="text"/>        |
| <b>8. Federal Action Number, if known:</b><br><input type="text"/>   |  | <b>9. Award Amount, if known:</b><br>\$ <input type="text"/>   |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="N/A"/> Suffix <input type="text"/><br>* Street 1 <input type="text"/> Street 2 <input type="text"/><br>* City <input type="text"/> State <input type="text"/> Zip <input type="text"/>   |  |  |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="N/A"/> Suffix <input type="text"/><br>* Street 1 <input type="text"/> Street 2 <input type="text"/><br>* City <input type="text"/> State <input type="text"/> Zip <input type="text"/>   |  |  |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.<br><br>* Signature: <input type="text" value="Filled For Validation"/><br>* Name: Prefix <input type="text"/> * First Name <input type="text" value="LEONA"/> Middle Name <input type="text"/><br>* Last Name <input type="text" value="HOBBS"/> Suffix <input type="text"/><br>Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/> |  |  |
| <b>Federal Use Only:</b>   |  | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97)   |

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

T6 2018 GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

### **Middle East Center GEPA (Section 427) Statement**

In compliance with all federal and state laws and as one of the largest private employers in the State of Pennsylvania, the University of Pennsylvania mandates full equal opportunity employment practices in the hiring of all faculty and staff and upholds a holistic admissions policy that considers student context alongside academic achievement and potential for all applicants. The Center opens all Middle East courses and projects to all faculty and qualified students and gives the public access to events we sponsor annually. We make all facilities accessible to persons using wheelchairs and all events accessible for hearing or visually impaired audience members.

The University manages a well-funded program for people with disabilities through the Office of Student Disability Services, which provides readers, software, computers, shuttles, and other tools on request to ensure an equal access to education and full participation in any program. Penn also provides various resource and support centers such as the Penn Women's Center, the African American Resource Center, and the LGBT Center. The Office of Affirmative Action and Equal Opportunity Programs makes certain that the University fulfills its duties as an affirmative action and equal opportunity employer and educational institution.

The Middle East Center has a proactive policy of reaching out to all constituencies at Penn and in the larger community. For students and faculty, the Penn Language Center maintains audio/visual and other materials to assist those with disabilities to receive foreign language training. The Center has also supported the hiring of qualified women and minority candidates among Penn's Middle East language and area studies faculty. We frequently recruit women and minority speakers for our public events and support faculty-driven projects such as the Working Group on Disability. The Working Group is part of the University's Action Plan for Faculty Diversity, which has spent over \$140 million dollars since 2014 on programs designed to increase the number of women and minorities on staff.

We maintain ongoing faculty and curriculum development projects at colleges such as the Community College of Philadelphia and Camden County College that serve primarily low-income and minority students. We have been and will be collaborating with Historically Black Colleges and Universities (e.g. Cheyney University) throughout the next grant cycle. Our annual teacher workshops target inner-city school teachers, in addition to teachers from a wide geographical area, to help strengthen the training of educators from all socio-economic and regional backgrounds. Schools, teachers, and members of the public can access the Middle East book and film collection at Penn's Library and at the Middle East Center through standard inter-library loan channels. The Center also sends graduate students to K-12 schools, colleges, and universities to lead seminars on the Middle East and to teach language and area studies classes.

Finally, the Middle East Center will launch, in conjunction with other area studies centers on campus, a very rigorous, four-year impact and evaluation plan, in which outreach to underserved constituencies both on campus and in the larger community will be tracked and measured. Particular examples of how the Middle East Center works with GEPA requirements can be seen in narrative sections: 2.C, 9.A.2, 9.B and 3.B.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Trustees of the University of Pennsylvania

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

|         |             |              |               |         |
|---------|-------------|--------------|---------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name:    | Suffix: |
| Dr .    | Firoozeh    |              | Kashani-Sabet |         |

Address:

|           |                                |
|-----------|--------------------------------|
| Street1:  | 3340 Walnut Street             |
| Street2:  | Fisher-Bennett Hall, Suite 228 |
| City:     | Philadelphia                   |
| County:   | Pennsylvania                   |
| State:    | PA: Pennsylvania               |
| Zip Code: | 19104-6273                     |
| Country:  | USA: UNITED STATES             |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 2158986335                    |                             |

Email Address:

fks@sas.upenn.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

|  |                |                   |                 |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Abstract for the Middle East Center (MEC) University of Pennsylvania**

University of Pennsylvania has stood in the vanguard of Middle East Studies since it pioneered the first Arabic professorship in the United States in 1788. Founded in 1965, the Middle East Center (MEC) – in cooperation with the Department of Near Eastern Languages and Civilizations (NELC) – forms the core of our academic and public programs. The Middle East Center has added a strong modern dimension to Penn’s unrivalled programs in ancient and medieval studies of the Near East. Drawing upon an internationally renowned professoriate of 72 full-time faculty and affiliated scholars, the MEC offers an undergraduate major and minor in Modern Middle East Studies. Since 2007, the number of students in the program has more than tripled. Penn graduates have served the field and the nation with distinction by working in government, academia, non-profit international organizations, and the private sector.

Several Penn schools (Law, Wharton, Nursing & Annenberg), as well as academic departments (Anthropology, Art History, History, NELC, Political Science, History and Sociology of Science, and Religious Studies), offer multiple opportunities for studying the Middle East at both the graduate and undergraduate levels. Our academic programs stress language pedagogy and competency in oral and written language skills, as well as area studies expertise. Penn faculty members teach courses in Arabic, Hebrew, Persian, Turkish, Ottoman, Sumerian, Akkadian, Hittite, Egyptian, Aramaic, and Amharic. They also provide specialized language courses for students interested in LCTLs such as Azeri, Dari, Kazakh, Kurdish, Tajik and Uzbek.

Every semester Penn’s multi-faceted public programs address various aspects of the history, culture, and politics of the Middle East. During the upcoming grant cycle, we aspire to lead the nation in training the next generation of experts and educators in Middle East Studies. This proposal outlines a comprehensive plan of innovative, diverse, and timely activities intended to maintain excellence in the field through our support of academic programs, language instruction, teacher training, libraries, and outreach. Our proposed activities will meet **areas of national need** and address ***all Absolute and Competitive Priorities*** in these specific ways:

- Collaboration with *Penn’s Graduate School of Education (GSE)* to train teachers and create curricula in ME and Global Education (ex: Penn GSE in Kazakhstan) and to organize bilingualism teacher training workshops with School District of Philadelphia.
- An innovative partnership with *Drexel University’s Graduate School of Education* to train teachers with specialization in ME and area studies
- Expand exemplary networks with *Minority-Serving Institutions* such as Community College of Philadelphia and Camden County Community College to develop teacher training programs and to plan activities that give veterans and other underserved populations access to Middle East language and area studies instruction (ex: Penn LPS scholarship program)
- To meet **all FLAS Competitive Preference Priorities** in order to advance language proficiency in ME LCTLs and to work with Penn’s Office of Financial Aid to give consideration to applicants’ financial need.
- To propose a major conference on ME/East Asian Networks and to launch a lecture series on Religious Traditions of the ME that showcase the region’s diversity and bring to light neglected social and historical narratives of the Middle East.



## Project Narrative File(s)

---

**\* Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

# The University of Pennsylvania

## Middle East Center

### Table of Contents

|  |    |
|--|----|
| <b>Middle East Center GEPA Statement</b>                             | i  |
| <b>Supplemental Information Statements Appended to Federal Forms</b> | ii |
| <b>Middle East Center Abstract</b>                                   | vi |
| <b>Table of Contents</b>   |    |
| <b>1. Program Planning and Budget</b>                                | 1  |
| 1.A. Quality and Relation to the Purpose of NRC Program              | 2  |
| 1.B. Goals and Development Plan                                      | 3  |
| 1.C. Cost Effectiveness  | 12 |
| 1.D. Long Term Impact  | 13 |
| <b>2. Quality of Staff Resources</b>                                 | 13 |
| 2.A. Faculty and Staff Qualifications                                | 13 |
| 2.B. Center Oversight Arrangements                                   | 14 |
| 2.C. Nondiscriminatory Hiring Practices                              | 15 |
| <b>3. Impact and Evaluation</b>                                      | 17 |
| 3.A. Local, Regional, and National Impact                            | 17 |
| 3.B. Equal Access and Treatment                                      | 18 |
| 3.C. Evaluation Plan   | 18 |
| 3.D. Contribution to an Improved Supply of Specialists               | 20 |
| 3.E. National Needs  | 21 |
| 3.F. FLAS - National Needs   | 21 |
| <b>4. Commitment to the Subject Area</b>                             | 22 |
| 4.A. Program Operation   | 24 |
| 4.B. Teaching Staff  | 24 |
| 4.C. Library   | 24 |
| 4.D. Linkages Abroad   | 25 |
| 4.E. Outreach Support  | 25 |
| 4.F. Student Support   | 25 |
| <b>5. Strength of Library</b>  | 26 |
| 5.A. Library Holdings  | 26 |
| 5.B. Access  | 28 |
| <b>6. Quality of Non-Language Program</b>                            | 29 |
| 6.A. Breadth of Coverage   | 29 |
| 6.B. Depth of Coverage   | 31 |
| 6.C. Interdisciplinary Courses                                       | 31 |
| 6.D. Faculty and Instructional Assistants                            | 32 |
| <b>7. Quality of Language Instruction</b>                            | 32 |
| 7.A. Instruction and Enrollment                                      | 32 |
| 7.B. Language Training   | 33 |
| 7.C. Language Faculty  | 34 |
| 7.D. Quality of Language Program                                     | 35 |
| <b>8. Quality of Curriculum Design</b>                               | 36 |
| 8.A.1. Undergraduate Instruction                                     | 36 |
| 8.A.2. Graduate Instruction  | 37 |
| 8.B.1. Advising  | 39 |
| 8.B.2. Research/Study Abroad   | 40 |
| <b>9. Outreach Activities</b>  | 40 |
| 9.A.1. K-12 Outreach   | 41 |
| 9.A.2. Teacher Training  | 42 |
| 9.B. Post-Secondary Outreach   | 44 |
| 9.C. Outreach to Business, Media, and the General Public             | 45 |
| <b>10. Priorities</b>  | 47 |
| <b>11. FLAS Awardee Selection Procedure</b>                          | 48 |
| 11.A. Advertisement  | 48 |
| 11.B. Application  | 49 |
| 11.C. Selection Criteria   | 49 |

NRC Budget for AY 18-22

FLAS Budget for AY 18-22

**List of Acronyms/Abbreviations Used**

**Diverse Perspectives and Wide Range of Views in Funded Activities**

**Government Service in Areas of National Need and in Other Employment Sectors**

**FY 2018 Applicant Profile Form**

#### APPENDICES

|   |    |   |    |
|---|----|---|----|
| <b>Appendix A: Course List for AY16-18</b>                    | A1 | <b>Appendix D: Performance Measure Forms (PMFs)</b> | C1 |
| <b>Appendix B: Faculty and Staff Biographical Information</b> | B1 | <b>Appendix E: Letters of Support</b>               | D1 |
| <b>Appendix C: Position Description for New Position</b>      | C1 |   |    |

PR/Award # P015A180141

## **1. PROGRAM PLANNING AND BUDGET**

The University of Pennsylvania (Penn) has accrued an unparalleled record of accomplishment in Middle East Studies (MES), which today places it at the forefront of the field. In 1788, Penn pioneered the first Arabic professorship in the United States and since then has continually allocated substantial resources and financial capital to support MES. This investment makes it possible for the Middle East Center (MEC) to present a dynamic and innovative blueprint of activities to carry out over the next four years.

The Middle East Center embraces the educational value of programs that enhance comprehensive area studies and language training among the rich and diverse communities of the region. Since its founding in 1965, MEC has trained generations of students who have shared their expertise with government, non-profits, media organizations, institutions of higher learning and the like—both in the United States and internationally. MEC recognizes its privileged position as a meeting point of different cultures, disciplines and constituents. It shares its resources and knowledge with K-12 educators, artists, scholars, librarians, veterans, and others to address the needs and interests of teachers, the media, religious congregations, and underserved populations.

MEC's programming fully incorporates the NRC mission of offering high quality instruction in world affairs and in specialized subjects of national significance. We will build on our extensive outreach and scholarly networks to pursue our objectives. To address **all the absolute and competitive priorities**, MEC proposes **three major goals** for the next grant cycle: (1) "Making Expertise Accessible;" (2) "Pluralism in the Middle East;" and (3) "Advancing the National Interest." MEC plans to achieve these goals through its existing ongoing programs and a number of new initiatives:

| <b>MAKING EXPERTISE ACCESSIBLE</b>   | <b>PLURALISM IN THE MIDDLE EAST</b>   | <b>ADVANCING THE NATIONAL INTEREST</b>  |
|--|---|---|
| <i>Goal: To broaden the conversation and bring ME expertise to underserved communities</i>   | <i>Goal: To provide new perspectives and highlight neglected narratives of the ME in an interconnected world</i>                      | <i>Goal: To train a new generation of Middle East experts to meet global challenges</i>   |
| <b>Lifelong Learning (LPS) Certificate in MMES. Launch 4 approved courses: (AP1)</b><br>- The Middle East and the West<br>- Women and Gender in the ME<br>- Oil and Politics in the ME<br>- Religious Traditions of the ME | <b>“Beyond the Silk Roads” conference (AP1)</b><br>– Exploring social, cultural and economic links between the ME and China/East Asia | <b>Expanded LCTL offerings: Azeri, Berber, Dari, Kazakh, Kurdish, Kyrgyz, Uzbek (AP1)</b><br>– Intermediate to advanced level language workshops<br><b>Increase Area Studies courses at Penn professional schools (AP1)</b> |
| <b>Penn Museum: K-12 Workshops; “Crafts of the ME”; “Global guides” initiative – all tied to new ME Galleries (AP1, AP2)</b>   | <b>Series on Religious Traditions of the Middle East (AP1)</b>  | <b>Post-deployment programming for veterans (AP1)</b>   |
| <b>Biannual Bilingualism Workshop with School District of Philadelphia (AP1, AP2)</b>  | <b>Speakers Bureau (AP1)</b>  | <b>Cybersecurity conference (AP1)</b>   |
| <b>Mid-Atlantic Graduate Student Research Salon (AP1)</b>  | <b>Sports and Globalization in the ME course development (AP1)</b>  | <b>Grey Zone Conflict symposium (AP1)</b>   |
| <b>Pulitzer Center Reporting Fellowship (AP1)</b>  | <b>Penn GSE in Kazakhstan (AP1, CPP2)</b>   | <b>Iraq Veterans Oral History Project (with CCC) (AP1, CPP1)</b>  |
| <b>MEC Podcast; MEC Journal (AP1)</b>  | <b>Global Speaker Series with Penn Nursing (AP1)</b>  | <b>Scholarship fund for LPS certificate in MMES for veterans (AP1)</b>  |
| <b>Arabic Language &amp; Area Studies Fellowship for K-12 Teachers (AP1, AP2)</b>  | <b>International Women’s Day (AP1)</b>  | <b>Gender and Military Experience in the ME (with CCC) (AP1, CPP1)</b>  |
| <b>Film Library Digitization (AP1)</b>   | <b>“State of the Stateless” Conference (AP1)</b>  | <b>Global Distinguished Lecture Series with SAC and PWH (AP1)</b>   |
| <b>New Teacher Training Workshop with CCC (AP2, CPP1)</b>  | <b>Women and Gender in the ME Speaker Series (AP1)</b>  | <b>Lectures/Events with Biden Center</b>  |
| <b>Global Summer Institutes for K-12 educators (AP2) –Teachers to receive ACT 48 credit</b>  | <b>Support for Central Eurasian Studies Summer Institute (AP1)</b>  | <b>Media Training Workshops with Penn’s Fels School of Government &amp; Annenberg School of Communication (AP1)</b>   |
| <b>10 lectures per year at Camden County College (AP1, CPP1)</b>   | <b>NaTakallam Refugee Language Initiative for Schools (AP1)</b>   | <b>Speaker Forum with Perry World House (AP1)</b>   |
| <b>Urban Teaching Apprenticeship Program (UTAP) w/GSE (AP2; CPP2)</b>  | <b>Collaboration with ME Language Associations (AATT, NAPH, AATA, &amp; AATP) (AP1)</b>   | <b>Lauder Program Pre-Departure Orientation (AP1)</b>   |
| <b>ME language and music camps for youth (AP1)</b>   | <b>Middle East Film Festivals</b>   | <b>Career workshops with Penn-in-Washington (AP1)</b>   |
| <b>Drexel School of Education “Global Teach Connect” (CPP2)</b>  | <b>Partnership with Katz Center on Pluralism in the ME (AP1)</b>  | <b>Collaborations w/ACTFL, NMELRC, ECPT, etc (AP1)</b>  |

Table 1: Goals

**1.A. Quality and Relation to the Purpose of NRC Program:** Our planned initiatives go far to meet the country’s demand for Middle East (ME) experts and to expand the nation’s capacity for teacher training in global education and instruction in ME Less Commonly Taught Languages

(LCTLs). Our strong and long-lasting ties to Minority-Serving Institutions (MSIs) will enable Penn’s MEC to address all NRC priorities on multiple fronts. A large portion of MEC’s proposed budget addresses the ED’s **Absolute and Competitive Priorities**:

| Percentage Breakdowns: Non-Administrative Priority Costs         |                  |                  |                  |                |                    |
|--|------------------|------------------|------------------|----------------|--------------------|
|  | AY 18/19         | AY 19/20         | AY 20/21         | AY 21/22       | Total              |
| Absolute Priority 1: Diversity of Perspectives                   | \$83,630         | \$91,279         | \$88,756         | \$86,248       | \$349,913..... 57% |
| Absolute Priority 1: Areas of National Need                      | \$37,570         | \$46,134         | \$42,911         | \$45,403       | \$172,018..... 27% |
| Absolute Priority 2: Teacher Training                            | \$22,255         | \$21,355         | \$21,355         | \$21,355       | \$86,320..... 14%  |
| Competitive Preference Priority 1: Minority-Serving Institutions | \$19,375         | \$19,375         | \$19,375         | \$19,375       | \$77,500..... 13%  |
| Competitive Priority 2: Teacher Education Collaboration          | \$14,050         | \$14,500         | \$14,500         | \$17,350       | \$60,400..... 10%  |
| <b>Non-Administrative: Priority Costs</b>                        | <b>\$148,915</b> | <b>\$157,879</b> | <b>\$155,356</b> | <b>155,689</b> | <b>\$617,839</b>   |

Table 2: Percentage of Non-Administrative Costs Devoted to Priority Areas

### 1.B. Goals and Development Plan:

#### **Goal 1: MAKING EXPERTISE ACCESSIBLE:**

*To broaden the conversation and bring ME expertise to underserved communities*

MEC will make Penn’s exceptional wealth of ME expertise accessible to the widest range of campus, community and national audiences. We will strive to expand the debate beyond the ivory tower to populations that traditionally have not been included in conversations about the ME. We have introduced several bold new initiatives to fulfill this worthwhile goal:

- **New Programs to Achieve Goal 1 in AY18-22:**

**1. LPS Certificate Program in MES.** In AY19-20, Penn’s lifelong learning division, the College of Liberal and Professional Studies (LPS), will launch a Certificate Program in Modern Middle East Studies (MMES). This 4-course, 4 CU certificate will provide students from non-traditional and disadvantaged backgrounds (**AP1**) the opportunity to study the cultures, histories and politics of the ME, with courses like “Women and Gender in the ME” and “Religious Traditions of the ME.” MEC and LPS will work closely together on the development, teaching and oversight of these courses, as well as the recruitment of students.

**2. New Teacher Training Workshops.** In addition to our existing teacher training offerings, MEC will continue its collaboration with Camden County College (CCC) (**CPP2**) to organize

annual teacher-training workshops (**AP2**) and to develop teaching modules with global content.

**3. Arabic Language and Area Studies Fellowship for Teachers.** MEC proposes a partnership with Tellal Institute of Dubai and others to provide an intensive two-week Arabic language and cultural immersion experience to 2 Philadelphia area K-12 teachers (**AP2**). The fellowship will include a homestay with local Arabic teachers and pedagogy workshops. On return the teachers will be expected to incorporate elements of this instruction in their curricula.

**4. New Middle East Galleries at Penn Museum** – In conjunction with Penn Museum’s flagship Middle East Galleries, MEC will sponsor a new series of public events and workshops. We will offer hands-on programs for schoolchildren on such diverse topics as Middle East crafts and “We Are What We Wear: Adornment in the Middle East,” as well as support a “Global Guides” program, which recruits and trains members of local ME communities to serve as tour guides of the Galleries—offering a vibrant connection between the region’s past and present cultures.

**5. Expanded Undergraduate Pulitzer Reporting Award** – MEC has entered into a new collaboration with Penn Global, which will dramatically increase the impact and reach of its existing program with the Pulitzer Center for Crisis Reporting and South Asia Center (SAC). Joined for the first time by the Penn Latin America and the Caribbean initiative (PLAC), MEC will significantly increase its reporting award for Penn students traveling to Africa, the Middle East, South Asia or Latin America to conduct journalism projects. Pulitzer journalists will mentor fellowship students while they write pieces on contemporary issues, as well as give talks on campus about the challenges of reporting in the ME.

**6. MEC Podcast** – We propose a high-quality, professionally produced podcast series, in which Penn faculty and graduate students discuss their research in accessible, informal interviews, to be made widely available through iTunes and other major distribution platforms.

**7. Mid-Atlantic Graduate Student Research Salon** – In AY18-19, we will launch a regular networking event for graduate students from throughout the region, working on ME topics in such diverse fields as nursing, law, social work, business and the humanities. Students will make 15-minute TED-style presentations of their work using non-specialist language. The salon will serve as a networking venue as well as a forum for graduate students to learn how to make their ideas accessible to wider audiences. We believe this will help a new generation of graduates prepare for careers outside the academy—both in public outreach and **national service (AP1)**.

**8. MEC Journal** – To encourage and showcase the work of students, MEC will launch a new quarterly journal, edited by our administrative coordinator, Dr. Anna Viden, and distributed via online platforms as well as in hard copy to all our partners.

**9. Digitization of MEC Film Library.** Recognizing the large demand among K-12 educators and higher-education faculty for multimedia classroom resources, MEC proposes comprehensive digitization of its Film Library, a collection of 300+ ME-related feature films and documentaries.

**Goal 2: PLURALISM IN THE MIDDLE EAST:**

*To highlight new perspectives and neglected narratives of the ME in an interconnected world*

In recognition of the globalized connections between the Middle East and other world regions, as well as the enormous cultural diversity of the region itself, MEC proposes a series of programs aimed at rethinking traditional narratives of the ME. The Middle East stands out as the cradle of several world religions such as Zoroastrianism, Judaism, Christianity, Islam, and Bahaism, and has inherited a rich legacy as a crossroads of civilizations. This goal will address **AP1** by presenting the Middle East as a pluralistic and interconnected global community.

- **New Programs to Achieve Goal 2 in AY18-22:**

**1. The Middle East in the New Asian Century**, our flagship initiative for AY18-22, will encompass a major conference in 2020, called “**Beyond the Silk Roads.**” The conference will

examine intra-Asian networks of economic activity, cultural exchange, and knowledge production, from both historical and contemporary perspectives. It aims to bring policymakers into dialogue with area studies specialists to offer fresh perspectives and generate deep understanding of timely issues such as China's role in the ME. The conference will take place in two phases: one on Penn's campus, and one in Beijing at Penn's Wharton China Center. **(AP1)**

**2. Religious Traditions of the Middle East.** To move the public understanding of the ME away from the impression of a monolithic "Muslim world," MEC will organize a series of events highlighting the diverse religious communities of the region **(AP1)**. A symposium in 2020 on religious groups in Iran, for example, will include the latest scholarship on Zoroastrianism, Judaism and Bahaism in Iran, as well as on the country's multiple Sunni (Kurds, Baluchis, Arabs) and Christian communities, such as Armenians, Assyrians and Chaldeans.

**3. Collaboration with the Katz Center.** MEC will work closely in AY18-19 with the Katz Center for Advanced Judaic Studies, whose theme this year is "Jewish Life in Modern Islamic Contexts" (see attached letter of support). **(AP1)**

**4. Biannual Bilingualism Workshops.** Following the great success of our 2017 bilingualism workshop with Dr. Donna Sharer of the Philadelphia School District's Office of Multilingual Curriculums and Programs, MEC will conduct similar workshops every other year, with the goals of expanding and learning from bilingual education practices in K-12 classrooms—a program that we believe will both enhance public understanding of the diversity of ME experiences **(AP1)** and provide new insights to our teacher training **(AP2, CPP2)** partners.

**5. Penn GSE in Kazakhstan.** Penn's Graduate School of Education (GSE) has played a critical role in the planning stages of the recently opened Nazarbayev University in Astaneh, and MEC proposes to expand collaboration with this institution via Penn GSE. Doing so will not only forge



links with an important emerging international institution, but also encourage our partners to think of the ME more broadly. MEC will also sponsor campus workshops in Kazakh language.

**6. Global Speaker Series with Penn Nursing.** In order to situate the challenges of the ME in a broader global perspective, MEC will organize, with Penn Nursing, a series of lectures and panel discussions on such topics as “The Cholera Crisis in Yemen and Syria” and “Palliative Care Practices in the Developing World.” The latter will be organized in conjunction with Penn’s South Asia Center, East Asia Center, Penn Latin America and Caribbean, and Africana Center.

**7. State of the Stateless Conference.** In response to the ongoing migration crisis in the ME and around the world, as well as in recognition of the centenary of the Treaty of Versailles (1919)—which heralded a new era of ethno-linguistic nationalism in the ME, but also made vast numbers of people “stateless”—MEC plans a major conference in 2019 on “The State of the Stateless.” This conference will place contemporary challenges of migration in a historical framework.

**8. Sports and Globalization in the Middle East.** MEC will develop curricula and host events aimed at highlighting the role that ME sports play in globalization and cultural understanding. MEC’s director already teaches a course called: “From Oil Fields to Soccer Fields in the Middle East,” and building on the success of that course, we will develop new course content to showcase the role of international sports competitions in the region’s politics.

**9. NaTakallam Refugee Language Initiative.** MEC will work with NaTakallam, a non-profit organization that arranges videoconferences between Syrian refugees and American K-12 classrooms. NaTakallam will provide speakers whose topics coordinate with teachers’ curricula.

**Goal 3: ADVANCING THE NATIONAL INTEREST:**

*To train a new generation of Middle East experts to meet global challenges*

To address **API1**, MEC will make serving the national interest into a centerpiece of its AY18-22 programming. We will expand our LCTL offerings to languages of particular relevance to the

US national security community, such as Azeri, Dari, Kazakh, Kurdish, and Uzbek. We will also initiate a program of events with US veterans who have served in the ME, as well as sponsor conferences on such pressing issues as cybersecurity and the Grey Zone Conflict to be held with Penn's Center for Ethics and the Rule of Law (CERL) at West Point.

- **New Programs to Achieve Goal 3 in AY18-22:**

**1. New LCTL Offerings.** In Spring 2018, MEC introduced a very successful series of one-day workshops in Azeri and Uzbek languages (**AP1**). In AY18-19, we plan to expand this concept to languages of urgent national security need (**AP1**), such as Azeri, Dari, Kurdish, Kazakh, Tajik, and Uzbek. We will also explore the incorporation of Berber, Armenian and Uighur in our language workshops. The one-day workshop concept provides interested learners some basic educational materials, group exercises, as well as linguistic and cultural lectures to whet their appetites and encourage further independent study of the LCTL in question. We believe that by building communities of language learners around some of these LCTLs, we can make it easier to justify the introduction of future class offerings at Penn. Finally, these workshops bring a much greater **diversity of perspectives (AP1)** to our traditional ME language offerings.

**2. Programs for Veterans.** In the past, when large numbers of US military personnel were being deployed to the ME, we provided useful pre-departure briefings that the Army officially recognized with a certificate of appreciation for Penn's MEC. Given much smaller US troop presence in the ME today, and the enormous challenges of PTSD and other post-deployment civilian readjustment issues, MEC would like to offer a regular series of educational programming centered on the needs of US veterans (**AP1**). We have already done one panel discussion with veterans this past spring. We also propose a MEC-funded scholarship for veterans wishing to enroll in the MMES Certificate Program offered by LPS beginning in 2019

(see above), via online classes. Finally, we plan to launch an oral history project with Camden County College (CCC) to create an archive for ME Veterans (see below). **(CPP1)**.

**3. Cybersecurity Conference.** MEC will sponsor a major conference on cybersecurity organized by Penn Law’s Center for Ethics and Responsibility in the Law (CERL), as well as a “Grey Zone Conflict Symposium” in Spring 2019 **(AP1)**.

**4. Iraq Veterans Oral History Project.** Working with CCC, MEC will initiate an oral history archive of interviews with Iraq War veterans in our area **(AP1)**.

**5. Women and the Military Experience in the Middle East.** Recognizing the special challenges faced by female military personnel in the ME, we propose a series of talks at CCC on the subject of gender and military service in the ME **(AP1)**.

**6. Media Training Workshops** – MEC will partner with Penn’s Annenberg School of Communication and the Fels School of Government to offer media training education and Op-Ed workshops aimed at ensuring Penn’s ME expertise reaches the widest possible audience and to prepare scholars for careers in government service **(AP1)**.

**~ MEC’s Established Programs & Ongoing Initiatives to Achieve Goals for AY18-22 ~**

**I.** MEC will continue to organize thematic annual **Summer Institutes** for K-12 teachers to help them integrate ME and global issues in their teaching **(AP2)**. In partnership with Penn’s South Asia Center, these programs will develop four themes: “The City in South Asia and the Middle East”; “Environmental Issues and Challenges”; “Health, Childhood and Lifespan”; and “Diversity and Identity” **(AP1)**. Teachers will receive ACT 48 credits for participating.

**II.** MEC will continue to offer 10 lectures a year on the culture, history, languages, and politics of the Middle East in partnership with CCC’s Center for Civic Leadership. **(CPP2)**

**III. Middle East Film Festivals** – In order to showcase diversity of perspectives **(AP1)**, we will

offer our popular ME film festival, in collaboration with the Philadelphia Jewish Film Festival.

Our new framework is to screen 5 new films at each festival: 1 from Turkey; 1 from a non-Levantine Arab state; 1 from Israel; 1 from the Levant/Palestinian Territories; and 1 from Iran.

**IV. Global Distinguished Lecture Series** – In collaboration with SAC and Perry World House (PWH), we will organize a “Global Distinguished Lecture Series” to invite renowned figures to speak on timely issues covered across Penn’s curriculum such as torture, poverty, or censorship.

**V. Women and Gender in the Middle East Series** – Our successful series on gender will explore cross-disciplinary approaches to the study of women, gender, and sexuality in the ME and address topics ranging from reproductive politics to education. We will also introduce new programming on “Gender in the Arts and Literature of the Middle East.”

**VI. Library Acquisitions** – MEC will support the acquisition of primary sources (diplomatic documents, manuscripts, newspapers, etc.) to enrich the ME collection.

**VII. Faculty Travel Grants** – To sustain professional development, MEC will provide travel for conferences, workshops, training, and meetings.

**VIII. Faculty-Sponsored Conferences, Workshops, & Symposia** – MEC will support faculty sponsored activities to expand coverage of topical Middle East-related events.

**IX. ME Language Camps for Youth** – MEC will support the **summer camps of Al-Bustan and TAFSUS** that offer school-age audiences Arabic and Turkish instruction.

**X. Speakers Bureau & K-12 Outreach** – Since music proves a compelling medium for attracting students to ME culture, MEC will continue its **music workshops** for K-12 schools; we will host our annual “**Middle East Day**” at the Penn Museum for K-12 students; and will maintain our popular **Speakers Bureau**, which serves K-12 schools in the Philadelphia area.

**XI.** MEC will partner again with the **Midwest Institute for International and Intercultural Education (MIIE)**, which supports two-year colleges through its multiple activities: curriculum workshops, conferences, faculty mentoring, and professional development. This will allow us to reach 39 MSIs (**CPP1**) currently members of MIIE beyond the Delaware Valley area.

**XII. Iran Graduate Student Workshop (IGSW).** MEC will support its successful rotating IGSW series with NYU and Princeton. This unique workshop selects a small cohort of international graduate students who are working on the Persianate world from a variety of disciplines and provides them with intensive feedback from senior scholars in the field. Each cohort then returns two years later to mentor the new crop of graduate students. (**AP1**)

**XIII. International Women's Day.** MEC will renew its collaboration with its campus partners to host this popular annual symposium on the state of women's issues around the world. (**AP1**)

**XIV. Drexel Global Education Initiative.** MEC will continue its support for Drexel University School of Education's "Global Teach Connect" program, which has begun offering a course on "Migration, Language and Literacy in Global Contexts" and plans more global course offerings as part of its teacher education program (**CPP2**).

**XV. Eastern Consortium for Persian and Turkish (ECPT).** MEC will retain its fruitful collaboration with ECPT to train a new generation of linguists in areas of national need (**AP1**).

**PROGRAMMING SCHEDULE.** The timeline below highlights some of the key projects based on the goals we have set for AY18-22. We will assess our programs annually and make any adjustments necessary to achieve optimal results in meeting our objectives. MEC has a strong track record of carrying out its NRC commitments as demonstrated in previous grant cycles. With 2 full-time staff, 2 student workers, and a faculty director, as well as administrative

networks at LPS, GSE, Penn Law, and PWH, MEC is capable of efficiently organizing the proposed activities and achieving the goals by the end of the grant cycle.

|        |   |
|--------|---|
| YEAR 1 | <p><b>Fall 18:</b> <u>Plan Grant Execution</u>: Gather baseline data and set targets; convene MEC Executive Committee and Faculty meeting to discuss grant road map, budget, evaluation activities, and reporting</p> <p><b>* Begin Programs to Achieve Goals*</b>-- Strengthen MES Academic programs (In-Class Recruitment, Major Fairs, Internship Workshops); MSI collaborations (Initiate contact with Drexel, CCP, CCC); Plan Teacher training workshops; Plan film festivals; Schedule talks for ongoing lecture series. Launch FLAS competition. Plan International Women's Day.</p> <p><b>Spring 19:</b> Begin programs w/ Drexel GSE (International Ed. Curriculum); Collaborate with Penn Museum ME Galleries; conclude FLAS competition; convene ME Film Festivals; Veterans programming; CERL Grey Zone Conference; begin PENN GSE Kazakhstan partnership.</p> <p><b>Summer 19:</b> Launch teacher training programs w/ TEP on Bilingualism; organize Summer Teaching Training Institutes with other Penn NRCs; Begin Iraq Veterans Oral History Project</p> <p><b>Year-long:</b> Plan for Beyond Silk Roads Conference; Begin Evaluation Plan; Schedule Language workshops; launch MEC Podcast and Journal</p> |
|        | <p><b>Fall 19:</b> <u>Execute Key Initiatives</u>: Launch LPS certificate program; LCTL language workshops (Azeri, Uzbek, Kurdish, Dari); Develop Urban TAP Workshop with Penn GSE; Women and Gender Series; International Women's Day; implement the Evaluation Plan; program Religious Traditions of the ME series</p> <p><b>Spring 20:</b> Offer MEC-GSE Joint Course (21st-Century Globalized Curricula); Launch Beyond Silk Roads Conference; Schedule language workshops; plan State of the Stateless Symposium; ME Film Festivals; Bilingualism Workshop; Career workshops w/Biden Center</p> <p><b>Summer 20:</b> Continue TEP programs &amp; In-house teacher training (e.g. Arabic for K-14 Instructors); Global Summer Institute</p> <p><b>Year-long:</b> FLAS; LPS; Veterans Oral History Project; implement the Evaluation Plan; program Religious Traditions of the ME series.</p>  |
|        | <p><b>Fall 20:</b> Convene first phase of Beyond Silk Roads Conference;</p> <p><b>Spring 21:</b> Plan Sport and Globalization programs; STEM outreach teacher training (Franklin Institute/Philadelphia Science Festival); State of the Stateless symposium; ME Film Festivals; Conclude Film Digitization project</p> <p><b>Summer 21:</b> Teacher Training and K-12 Outreach (e.g. programs w/ World Affairs Council); Global Summer Institute</p> <p><b>Year-long:</b> Continue outreach activities (e.g. Global Distinguished Lecture, post-deployment workshops for military, K-12 workshops w/ Penn Museum), Execute the Evaluation; Plan Veterans Oral History Project. Implement the Evaluation Plan. Program Religious Traditions of the ME series; evaluate success of NaTakallam partnership</p>   |
|        | <p><b>Fall 21:</b> Arrange for External Review of MEC programs &amp; activities; Convene second phase of Beyond Silk Roads Conference (in Beijing)</p> <p><b>Spring 22:</b> Evaluation of the LPS certificate program; Evaluation of Penn GSE in Kazakhstan; ME Film Festivals; Bilingualism Workshop</p> <p><b>Summer 22:</b> Workshop w/ AATTTL members to develop advanced Turkish curriculum; Global Summer Institute</p> <p><b>Year-long:</b> Continue strengthening MES (e.g. Media Workshops w/ASC, lectures w/Nursing School); Thoroughly review cyclical data from the Evaluation Plan to compare to baseline data; explore additional LCTL workshops (Berber, Kyrgyz, Uighur)</p>   |

**Table 3. Basic Timeline for MEC Projects**

**1.C. Cost Effectiveness:** MEC uses Title VI funds responsibly, as confirmed in the ED site visit and audit in 2014. Penn recognizes these are public funds to be expended for the common good and to further national needs. The development and execution of the budget depend upon skilled

MEC business officers who are familiar with US/ED financial regulations. We have diversified our sources of funding to meet current national needs and programmatic priorities. Close to **90%** of the costs in MEC programs over the past four years have been shared with other Penn entities or local constituencies. Our budget is designed to achieve our objectives in a fiscally responsible manner for the next cycle. Cost-sharing will be expanded in the upcoming cycle to ensure that many expenses associated with the proposed programs will be split.

|               | AY18/19  |     | AY19/20  |     | AY20/21  |     | AY21/22  |     | Total     |     |
|---------------|----------|-----|----------|-----|----------|-----|----------|-----|-----------|-----|
| <b>Goal 1</b> | \$36,800 | 13% | \$36,050 | 12% | \$34,050 | 12% | \$37,200 | 13% | \$144,100 | 12% |
| <b>Goal 2</b> | \$20,595 | 7%  | \$27,820 | 10% | \$26,820 | 9%  | \$20,670 | 7%  | \$95,905  | 8%  |
| <b>Goal 3</b> | \$14,020 | 5%  | \$16,020 | 5%  | \$16,020 | 5%  | \$16,020 | 5%  | \$62,080  | 5%  |
| <b>Total</b>  | \$71,415 | 25% | \$79,890 | 27% | \$76,890 | 26% | \$73,890 | 25% | \$302,085 | 26% |

**Table 4. Relation of MEC Goals and Costs**

**1.D. Long-Term Impact:** Our proposed academic, teacher training, course development, and collaborative activities will strengthen MES undergraduate, graduate, and professional programs by adding significantly to the existing pool of ME experts in the nation. Our already successful language programs will be expanded and fortified with the introduction of new courses and languages—Azeri, Dari, Kazakh, Kurdish, and Uzbek. In the next cycle we will, in partnership with LPS, expand MES degree offerings to include a new MES certificate program for AY19-20 aimed specifically at professionals. Our collaborations with Penn professional schools and MSIs will make ME resources regionally available and broaden our impact on underserved populations. Finally, our outreach activities targeting the business, media, military, and public sector will raise awareness of the ME and security issues.

## **2. QUALITY OF STAFF RESOURCES**

**2.A. Faculty and Staff Qualifications:** MEC’s accomplished full-time faculty members and affiliated scholars function as area specialists and lead the field in Arabic literature, conflict resolution, Egyptian, Iranian, Ottoman, Levantine, Persianate, Saudi, and Sudanese history and

politics, Islamic sciences, and transnational ME inquiries, among other fields. MEC core faculty comes from **16** academic departments and programs, and **four** professional schools (Communications, Law, Wharton, and Education). Penn has stayed ambitious in building its



MES faculty by making **3** new tenure-eligible hires and by offering **6** promotions to senior positions since 2014. Our faculty upholds Penn’s traditional excellence and leadership in MES. Holod was president of the Historians of Islamic Art Association 2010-2012 and currently serves on the Advisory Board for *International Journal of Islamic Architecture*;

Powell and Kashani-Sabet have sat on the editorial board of *IJMES*; Holquist serves on the editorial board of *Journal of Modern History*. From July 2014 to May 2018 MEC affiliated faculty received more than **\$3.6 million** in external funding from fellowships and grants. Penn provides start-up research funds to newly hired and promoted faculty. MEC also supports professional development opportunities for faculty by funding travel to conferences, seminars, and ME language workshops. Professional development opportunities are also open to staff through the tuition benefit program.

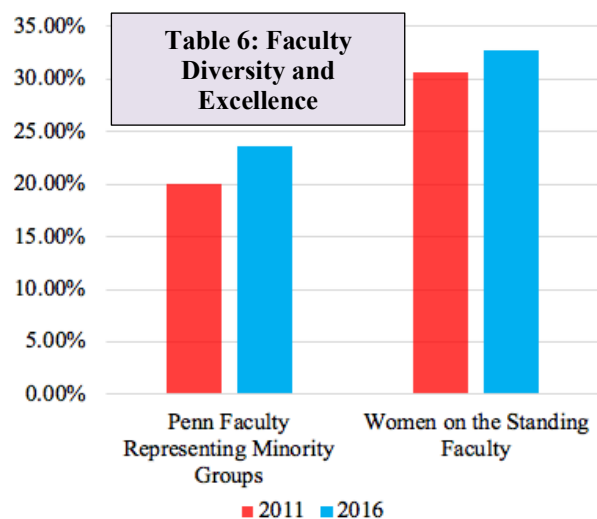
**2.B. Center Oversight Arrangements:** MEC is subject to several levels of oversight, including an executive committee consisting of seven rotating members, currently Lustick (PSCI), Cobb (NELC), Powell (HIST), Elias (RELS), Hatiboglu (NELC), O’Leary (PSCI) and Sharkey (NELC), as well as the faculty director, Kashani-Sabet (*ex officio*, HIST). The executive committee identifies programmatic directions for the Center and advises MEC on various matters



including staffing, academic programs, and potentially controversial events. Faculty from Penn's professional schools (Annenberg, Law, Wharton) has chaired or served on FLAS and other MEC committees. The University Provost, deans, and College Office provide another level of oversight. MEC submits an annual report on its activities that is reviewed closely by the School of Arts and Science (SAS) dean's office and undergraduate college office. The Penn University Council oversees the major and minor degrees. The Business Office oversees and approves all expenditures. The operation of MEC has been cost-effective and efficient with its two full-time staff members and faculty director. Two part-time student workers and one part-time outreach assistant provide administrative support to the Center as needed. MEC's full-time staff members are multilingual and *all* hold doctorates. The associate director has published extensively on Africa and the Middle East. The program coordinator has researched and taught courses on US-Saudi relations. As MEC has grown and expanded programming significantly over the past 10 years, without an increase in staffing, we propose the addition of one new staff position: a full-time administrative assistant. (See Position Description addendum).

**2.C. Nondiscriminatory Hiring Practices:** Penn values diversity and seeks talented faculty and staff from diverse backgrounds. It does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in its employment practices. Penn is committed to ensuring that its academic, social, and recreational programs and services as well as opportunities for employment are available on a non-discriminatory and equitable basis. The Office of Affirmative Action and Equal Opportunity Programs, in collaboration with the Division of Human Resources and the Office of the Provost, oversees the implementation of the University's equal opportunity, affirmative action, and non-discrimination programs. MEC

practices a proactive strategy in support of university-wide affirmative action, diversity, and equal access policies. The Center director previously served on the SAS Council on Diversity.



Since 2011 the university administration and its 12 schools have spent over **\$140 million** as part of the **Action Plan for Faculty Diversity and Excellence**. According to Penn's 2016 Faculty Inclusion Report, between 2011 and 2016, the percentage of Penn faculty who represent minority groups increased from **20.1%** to **23.6%**. In the same period, **34.4%** of faculty

members recruited by Penn self-identified as minorities and **14.7%** as under-represented minorities. The percentage of women on the standing faculty has also increased from **30.7%** to **32.7%**. The composition of Penn's senior administrative ranks is significantly more diverse than it was five years ago. Three of the 12 deans are women and three are minority; three of the four vice provosts are women, and one is an underrepresented minority. The associate dean for graduate studies, Trout Powell, who is also a full-time MEC faculty member, is both a woman and an underrepresented minority. The percentages of female and minority department chairs increased during the Action Plan from **18%** to **26.1%** for women and from **9%** to **10.9%** for minorities. Forty-two (**42**) standing and associated faculty members have self-identified as veterans, and one trauma surgeon, Dr. John Pryor, was killed in the line of duty in Iraq in 2008. Penn faculty includes individuals with disabilities. MEC's director has also made Disability Studies a focus of her research. Finally, the university's policy on religious holidays allows flexibility for the Penn community to observe different faith traditions.

### 3. IMPACT AND EVALUATION

**3.A. Local, Regional, and National Impact:** With its diverse population of 1.6 million, Philadelphia serves as an important cultural hub for the mid-Atlantic region. It ranks as the 6th largest in the nation, and the 5th largest metro region. With no single ethnicity forming the majority of the population, Philadelphia is a “majority-minority city.” Penn is the largest university employer in the Delaware Valley with 25,367 students, 7,127 faculty and staff, and 16,400 hospital employees. As the most important economic and educational institution in the region, Penn provides MEC with an influence unmatched anywhere else and allows it to reach a wide cross-section of the population.

Using various metrics, MEC gauges the impact of its activities on local, national and international communities. ME content courses have increased **156%**, from 120 to 307 since the last grant cycle. Of the 78 MES majors who graduated in 2018, 45% were MMES majors and among the 74 MES minors, 61% were MMES minors. Penn contributes to the salary of the Persian language instructor and two visiting scholars. Specialized topics such as “Iranian Cinema (NELC118)” and “Islamic Finance (LAW629)” became available partially through MEC funding. The success of our program has provided crucial benefits to the nation as our graduates work in public service, seek advanced degrees, and provide ME expertise to the US government.

- Justin B. Cohen, Department of Defense
- Abigail Denburg, Office of the Undersecretary for Arms Control, US Department of State
- Ryan Fitzpartick, Paralegal Specialist, US Department of Justice
- Ngoc H. Hyunh, USAID
- Harry Mourtos, US Department of Homeland Security
- Roxana Moussavian, Policy Advisor, National Economic Council at the White House
- Gledisa Sanxhaku, US Department of State
- Benjamin Wasserman, US District Court

**Table 7. Recent MES Undergraduate Alumni in Government Service (2011-2018)**

In the local community MEC reaches diverse segments of the population: Public K-12 students and teachers, MSIs, business professionals, government officials, and the U.S. military. **45** MEC-sponsored events took place at MSIs and were attended by more than **3,800** people.

**3.B. Equal Access and Treatment:** Penn provides equal access and treatment for all eligible students and program participants. MEC regularly targets under-represented groups in its activities. Penn's last three presidents have been women. The gender ratio of MES faculty is 56% male; 44% female. Two previous MEC assistant directors have been women and members of minorities. Of the **6** faculty promoted in this cycle, **5** were women. MEC makes every effort to meet and exceed Penn's stated policy of non-discrimination against any person in its employment practices [See 2.C]. We take gender equity seriously and promote campus-wide consideration of the global scope of such issues through our Women and Gender Series. Penn facilities are all wheelchair accessible. For people with disabilities, as well as the elderly and those unable to come to events, MEC makes A/V materials available on its website. Given the volatile discourse on the region, MEC strives to embrace diverse opinions in its programming. Our events have addressed myriad perspectives: Arab Christian, Armenian, Azeri, Saudi, Egyptian, Israeli, Iraqi, Iranian, Jewish, Kurdish, Palestinian, Sunni, Shia, Syrian, Turkish, etc.

**3.C. Evaluation Plan:** Rigorous program evaluations ensure successful implementation of MEC programs. Our proposed evaluation plan will measure the quality and impact of activities provided through Title VI funding, by employing multiple assessment methods, each guided by the program goals [see 1.B]. As in the last cycle, for each goal, performance measures have been defined and linked specifically to proposed activities. The plan is designed to provide ongoing, formative feedback for use in improving our programs and meeting stated objectives.

MEC evaluations include both quantitative and qualitative measures. MEC staff tracks the participation of students, K-16 educators, and community members in outreach programs through a database of attendance records. Any one-time event is evaluated based on topic, location, presenters, and other pertinent elements. Long-term events conclude with an online survey. Another survey will be distributed to faculty and graduate students to gather information regarding resources produced, events hosted, and funds leveraged to gain a clearer picture of program and implementation success. The evaluation process will rely on both formative and summative analyses of project effectiveness to determine whether goals were implemented as intended and whether decisions regarding programming relied on objective data analysis. Biannual reviews of data will facilitate identification of trends. At the end of each project year, a thorough analysis of evaluative data will be conducted to meet the requirements of the EDGAR § 75.590 pertaining to annual evaluation. MEC will work with an Independent Project Evaluator, Laura Chisholm, to achieve grant compliance. Ms. Chisholm holds a M.A. in Urban Studies from Temple University with a concentration in research and evaluation methods and has led corporate, non-profit and education-based evaluation and program analysis. Since 2010, she has served as Independent Project Evaluator of Title VI funds at Penn.

Regular reviews of data (e.g., attendance records, course assessments, language proficiency records, enrollment numbers, survey results, optional demographic data) will facilitate evaluative feedback. The Independent Project Evaluator will hold meetings each November and April with MEC's associate director. Information compiled for Title VI reports will be analyzed and shared at these meetings through a trend report, which tracks indices and highlights trends over multiple years of data to compare outcomes with initial baseline data, goals, and targets. MEC's director will finalize the Title VI report each year.

In summer 2018, the Center will gather baseline data for grant activities and set targets for project years. Upon award notification in fall 2018, the MEC Executive Committee will meet to discuss grant evaluation, budget, and reporting. The Committee will use insights from the assessments and baseline data to guide MEC strategically toward grant compliance and successful implementation of programs. The Center also has the intent to invite external evaluators to review our program. MEC Associate Director Ghazvinian will put the evaluation plan in place working with Independent Project Evaluator Chisholm. To ensure the overall success of the program, MEC will monitor accomplishments in relation to these GPRA measures: 1) Number of intermediate or advanced level priority or LCTL languages offered; 2) Number of certificate, minor, or major degree programs in the priority languages, area studies, or international studies. Our evaluation plan is already aligned with the GPRA measures below.

| GPRA Measure   | Data Source   |
|--|---|
| 1. Percentage of priority languages taught at Penn as defined by the Secretary of Education  | Penn's Institutional Research Query Database (IRQDB) course figures & departmental records will be used to complete MEC's IRIS reports. |
| 2. Percentage of intermediate or advanced level ME language/content courses taught during the course of the grant (long-term measure).   | Departmental records and IRQDB; PLC and LPS records   |
| 3. Percentage increase in the number of intermediate or advanced level ME language/content courses taught during the course of the grant (long-term measure).                          | Departmental records and IRQDB; PLC and LPS records   |
| 4. Percentage increase in the number of certificate, minor, or major degree programs in ME LCTLs, area studies, or international studies during the course of the 4-year grant period. | LPS & GSE records; Drexel GSE records. Progress will be entered in IRIS.  |
| 5. Percentage of ME LCTLs taught at Penn during the grant period   | Departmental records and IRQDB; PLC and LPS records   |
| 6. Cost of increasing the number of intermediate or advanced level language courses in the priority and/or ME LCTLs during the course of the grant period                              | Penn's Financial Offices and MEC internal budgets to be used as data indicators.  |
| <b>Table 8. Data Sources for GPRA Measures</b>   |   |

**3.D. Contribution to an Improved Supply of Specialists:** Students trained through Penn's MES program have moved on to serve the field and the nation with distinction as ME experts. **12** PhDs and **9** MAs graduated from NELC alone in 2014-2018. At least **60%** of PhD students go

on secure competitive post-doctoral fellowships, tenure-track positions, or administrative work in academic settings. Recent PhDs have secured positions at major universities such as SOAS, Univ. of Kansas, Bucknell, NYU and Smith College—despite the downturn in the academic job market. Undergraduate MES majors continue to grow significantly in numbers (See 8.A.1).

**3.E. National Needs:** MEC’s activities directly address areas of national need through their focus on the modern ME and its priority languages. MEC meticulously gathers data to track placement records of MES alumni and conducts internal reviews to gauge the efficacy of our programs. The Center collects MES student placement information from respective departments/schools, Penn’s career services center, and the Alumni Office for the IRIS report. According to data gathered in 2014-2018, **27%** of MES graduates are employed in Higher Education; **13%** in Law; **14%** in Consulting; **8%** in Finance; **8%** in Healthcare; **7%** in Media and **5%** in Government. Many are also entrepreneurs and have launched companies.

**3.F. FLAS–National Needs:** To address national needs, MEC has awarded **100%** of its FLAS fellowships to students for the study of 5 ME LCTLs: Arabic, Hebrew, Persian, Tajik, and Turkish. The job placement of our recent graduates confirms the salience of FLAS awards for their public service careers. The impressive linguistic and academic range of our FLAS students demonstrates the breadth and impact of our programs, as indicated in the table below:

| NAME           | DEGREE                     | FLAS LANGUAGE | CURRENT POSITION                            |
|----------------|----------------------------|---------------|---|
| KELSEY RICE    | PHD HISTORY, UPENN         | PERSIAN       | ASSISTANT PROFESSOR OF HISTORY, WEST POINT  |
| ZAHIR RAHMAN   | JD, UPENN                  | ARABIC        | ENERGY & INFRASTRUCTURE LAWYER, SKADDEN     |
| SARAH SHIHADAH | BA NELC & COMP LIT, UPENN  | HEBREW        | FULBRIGHT SCHOLAR, TEACHER, UNRWA IN JORDAN |
| EMILY NEUMEIER | PHD ART HISTORY, UPENN     | TURKISH       | ASST PROFESSOR OF ISLAMIC ART, TEMPLE UNIV. |
| LEILA EHSAN    | BA INTL RELATIONS, HISTORY | PERSIAN       | FULBRIGHT SCHOLAR, TEACHER, TAJIKISTAN      |
| MARIANA IRBY   | PHD ANTHROPOLOGY, UPENN    | TAJIK         | PHD CANDIDATE, UPENN ANTHROPOLOGY           |
| JUSTIN JIMENEZ | MSD INTL EDUCATION,        | ARABIC        | TEACHING FELLOW, U. OF MINNESOTA            |

|               |                                      |         |  |
|---------------|--------------------------------------|---------|--|
|               | UPENN GSE                            |         |  |
| KERI ZUG      | BSN NURSING, MSN<br>MIDWIFERY, UPENN | TURKISH | INTL COUNCIL ON WOMEN'S HEALTH<br>ISSUES               |
| SHAINA WARD   | MSW SOCIAL WORK,<br>UPENN            | HEBREW  | REFUGEE WELLNESS COORDINATOR,<br>INTL RESCUE COMMITTEE |
| BLAKE HARWOOD | BA INTL RELATIONS &<br>MMES, UPENN   | ARABIC  | SENIOR PROG ASST, MENA, NATL<br>DEMOCRATIC INST        |

**Table 9: Impact: Breadth and Accomplishments of FLAS Recipients**

#### 4. COMMITMENT TO THE SUBJECT AREA

Penn has invested more than **\$25 million** in global affairs programming and initiatives, culminating in the opening of the *Perry World House* (PWH) in 2016. PWH has provided state-of-the-art facilities to support innovative research with a global impact, including on the ME. Recent PWH events have featured a lecture by former Secretary of State Madeline Albright and former National Security Adviser Stephen Hadley on the contemporary ME. The PWH fellows program also brings noted scholars and diplomats from the region to campus. Dr. Ahmet Içduygu, College Dean at Koç University, is among this year's fellows.

PWH's flagship initiative, the Global Solutions Program, connects high-profile business and political leaders with our students and focuses expertise on vital global issues, from environmental sustainability to terrorism. Penn recently created the *Penn Biden Center for Diplomacy & Global Engagement*, located on Capitol Hill and led by former Vice-President Joe Biden, allowing a new generation of students to engage with the challenges of global citizenship and leadership. Both the Biden Center and PWH have made training students committed to **government service in areas of national need (AP1)** into centerpieces of their missions.

Penn has invested heavily in the recovery of the culture and archeology of the ME. Its unrivalled Middle East Galleries, housing over 10,000 years of the region's past, completed a **\$5 million** renovation and opened to the public in April 2018. Founded in 1887, Penn Museum contains over 100,000 objects from the Arabian Peninsula, present-day Iran and Afghanistan. Its



transformative renovations are intended to enhance the visitor experience by providing hands-on activities. It aims to become a “must-see destination” for visitors to Philadelphia.

NELC—which grants multiple degrees—and MEC constitute the nucleus of our academic and public programs. Penn Language Center (PLC) oversees the instruction and assessment of LCTLs and uses cutting edge research and technology to facilitate language acquisition and pedagogy. Instruction, research, and outreach also take place through partnerships with other Penn entities including: Penn Museum (see above); Van Pelt Library, the strongest regional collection of material in ME languages; and Penn’s professional schools (Education, Engineering, Wharton, Nursing, Huntsman, Law, and Government). Finally, the recently established Penn Global (PG) coordinates all international initiatives at the university including study abroad, international internships, job opportunities, and fellowships.

Critical to the overall success of MES on campus remains Penn’s distinguished MES scholars, who are recognized experts in their fields. Penn boasts **72** MES faculty, roughly two-thirds of whom are full-time, tenure-track faculty. **24** of these constitute our “core faculty”—teaching 90% or more of their courses in MES. Our affiliated faculty is spread over **16** departments in **four** schools. **14** members of our faculty hold endowed chairs. Our faculty has held leadership positions as former president and board members of MESA (Allen, Troutt Powell, Kashani-Sabet), and ACLS (Kraidy).

Promotions and new faculty hires underline Penn’s financial commitment to MES. Since 2014, Penn has promoted **6** ME faculty (Cranz, Gold, Hammer, Holquist, Kashani-Sabet, Sharkey) and made **3** tenure eligible hires: in NELC (Shams) HIST (Aguirre-Mandujano), and SAST (Sevea). An award-winning poet, as well as a scholar of Iran’s post-revolutionary literary scene, Shams will oversee Penn’s Persian language program. Aguirre-Mandujano will bring a

wealth of knowledge about Ottoman literary and intellectual history and will incorporate the study of Ladino texts. Sevea's work emphasizes connections between Islamic societies in the Indian Ocean, from Southeast Asia to the ME. The addition of Shams and Aguirre-Mandujano means we now have a comprehensive research presence across all major ME languages.

**4.A. Program Operation:** Penn provides a suite of administrative offices for MEC in the heart of campus, including space for a dedicated film library. The University paid **\$253,400** in direct salaries and benefits for the Center's two full-time staff members and director in AY16/17, representing a **17%** increase from \$217,500 in AY12/13. Penn also provides \$19,000 annually toward MEC's general operating costs, and covers the Center director's summer stipend of \$15,333. Finally, salaries, benefits, and operating costs paid to departments and other MES-related programs (NELC, JWST, and PLC) totaled **\$3,632,833**.

|   |             |                               |             |
|---|-------------|-------------------------------|-------------|
| MEC Salaries & Benefits                                       | \$253,400   | Library Acquisition           | \$495,000   |
| Salaries of Key Center Faculty                                | \$9,600,000 | Contribution to FLAS Awardees | \$179,000   |
| Penn Language Center  | \$124,000   | Funding for Grad Students     | \$3,600,000 |
| <b>Table 10. Penn's Contribution to ME Studies in AY16/17</b> |             |                               |             |

**4.B. Teaching Staff:** Penn paid **\$9.6 million** in salaries and benefits for MEC's key faculty, representing an increase of **77%** from AY12-13. Besides our faculty, qualified graduate students serve as language and area-studies instructors. PLC and the Center for Teaching and Learning (CTL) provide pedagogical training to graduate students and language lecturers. [See 3.D.]

**4.C. Library:** Penn annually allots significant funds for ME library programs. In AY17/18, Penn expended approximately **\$665,000** in support of ME and Judaica Collections, funding salary, benefits, acquisitions, and travel. Of this figure, **\$483,249** was spent to obtain new material. Penn covers salaries of 7 full-time staff in the ME and Judaica divisions, totaling approximately **\$625,000** for AY17/18. In 2018, Penn hired a new Middle East Librarian, Gwen Collaço, who

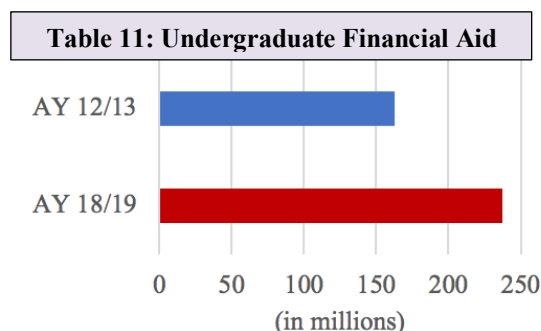
brings a wealth of experience with Ottoman manuscripts and rare books to the role, and who is committed to expanding the Library's Persian and Turkish collections considerably.

**4.D. Linkages Abroad:** Penn ranks first among Ivy League institutions in the number of students studying abroad, offering opportunities in more than 70 countries. In AY15-16, more than **2,500 Penn students studied abroad** for academic credit. In the ME, Penn offers **13** study abroad opportunities in **6** countries (Egypt, Israel, Jordan, Lebanon, Morocco, UAE). Penn students can also enroll in "Penn Global Seminars," which combine classroom study with a short overseas travel component. Penn offers four such seminars in the ME, including "Human Rights, Forced Migration and Education," which culminates in a visit to Jordan.

**4.E. Outreach Support:** Penn covers MEC's cost of office maintenance and technical assistance. It provides the latest hardware and software to ensure smooth operations and updates our computers and printers every four years. Support for outreach includes standard fee waivers for use of recital halls and other venues. The Center annually provides **\$5,000** in membership dues to support research institutes and professional language organizations: AATP, AATTL, AIIrS, AIMS, AIYS, CASA, CESSI, EBHRC, AIS, ASPS, and MESA. Penn hosts the U.S. office of ARIT, which collaborates with MEC affiliated faculty on academic events.

**4.F. Student Support:** In 2007, Penn became the largest university in the US to initiate all-grant financial aid. By 2017, 45% of Penn undergraduates obtained financial aid, with an average award of **\$47,046**. Penn's FY19 undergraduate financial aid budget is **\$237 million**, an increase of **180%** since 2005. The Center for Undergraduate Research and Fellowships (CURF) grants funds for study abroad and supports two scholarship programs: University Scholars and Benjamin Franklin Scholars, which have included several MES students. During this period, the number of first-generation students enrolled at Penn has increased from 1 in 20 to 1 in 8. The

University has also launched the **Penn First Generation Low Income Program** to demonstrate its ongoing commitment to forging an inclusive and diverse academic community (AP1).



Penn offers a competitive five-year University Fellowship to Ph.D. students, currently worth **\$314,000**. Students also receive dissertation research and writing fellowships in the final stages of their program. Since 2015, Penn Graduate

School has funded an ME postdoctoral fellowship administered by MEC that amounts to approximately **\$180,000**. In 2017, the University announced the creation of two grant programs for Ph.D. students to help offset the cost of health and dental insurance. The University also offers a Family Grant (up to \$5,000 per child) to defray the cost of childcare. Last year, Penn spent **\$3.6 million** to fund MES graduate students and **\$179,000** to supplement FLAS awardees' tuition and stipends. The cost of graduate tuition, fees, and health insurance totals **\$38,422**.

## 5. STRENGTH OF LIBRARY

**5.A. Library Holdings:** Across its fifteen libraries, Penn holds **7.9** million printed volumes, **4.2** million microfilm items, **4.6** million e-books, **411,941** serial subscriptions, **315,700** e-journals, and **125,283** videos. The **Middle East Collection** comprises over 250,000 printed monographs including nearly 90,000 catalogued volumes in Western languages, over 111,000 in Arabic (up 29% since 2010), 16,000 in Persian (up 33%), 13,000 in Turkish (up 37%), 1,700 in Armenian, and approximately 1,700 volumes in other languages (Kazakh, Azeri, Pashtu, Kurdish, Ottoman Turkish, Berber, etc.) (AP1). The **University Museum Library**, one of the leading anthropology and archaeology libraries in the US, includes 22,000 volumes on the ME, with a focus on Mesopotamia and Egyptology. The **Penn Judaica Collections** hold approximately 400,000

volumes in 24 languages or dialects and in a range of formats, including 480 codices written Arabic, Armenian, Coptic, Hebrew, Judeo-Arabic, Ladino, and Syriac.

The library holds over 7,000 newspapers, magazines, and journals from the ME in both print and electronic format. Important daily and weekly newspaper subscriptions include: *The Jerusalem Post* (Jerusalem), *al-Hayat* (London), *Hürriyet* (Istanbul), *al-Ahram al-Iqtisadi* (Cairo), *Ittila'at* (Tehran), and *al-Ghad* (Amman); other holdings include over 120 e-newspapers from the ME and Central Asia. Penn library houses more than 1,500 rare books, manuscripts and historical newspapers, in addition to over 4,000 videos and 5,400 sound recordings on the ME.

The unique historical collection, “The Holy Land,” now forms a part of the Lenkin Family Collection of Photography. This outstanding compilation comprises over 4,000 original photographs, primarily of Jerusalem and Palestine, taken from 1850 to 1937. Additionally, Penn has acquired the Mohammed B. Alwan Collection of 19th-century ME photography. The rich works from this impressive collection complement those of the Lenkin Collection by expanding the scope to Lebanon, Syria, Egypt, Turkey, Iran, and North Africa. Together, these photographs, now fully digitized, serve as primary source materials for teaching and research across a broad spectrum of disciplines, from architecture and regional planning to history.

In 2013 Penn Libraries demonstrated a strong commitment to MES by acquiring a large collection of Fez lithographs dating back to 1865. This collection consists of 108 titles in 136 volumes and ranks among the largest private collections outside Morocco, making Penn the sole holder of many of its titles among North American libraries. This purchase also included 44 manuscripts from Morocco from the 17th – 20th centuries. The entire Fez Lithograph Collection has since been digitized and now is freely available on OPENN.

The library has joined the Center for Research Libraries' Middle East Microforms Project, giving scholars access to countless serial titles on microfilm. The library also subscribes to 110 specialist ME and Judaica databases and article indexes, such as *Index Islamicus* and the *Encyclopaedia of Islam*, as well as 226 e-journals. Penn supports 2 online collections of Arabic e-books, each with over 4,500 items. Penn also subscribes to the Arabic language, peer-reviewed journal article aggregator, *Arab e-Marefa*, which catalogues articles from leading academic periodicals in the Arab world. In 2018, Penn added Yearbook of Muslims in Europe Online and Arabic Literature of Africa Online to its electronic resources. Most ME newspapers are available electronically via Penn's database subscriptions (Lexis/Nexis, Newsbank, and Newspaper Direct). Penn's Kislak Center for Special Collections also recently opened its doors and has quickly emerged as a hub of manuscript studies at Penn, including those related to the ME.

**5.B. Access:** The Penn library has extensive collaborative arrangements with other university libraries to provide public access to its rich collections. It participates in various interlibrary loan initiatives at national and international levels. Penn's membership in the Online Computer Library Center (OCLC), regional consortia, and the Mid-Atlantic Law Library Cooperative and the National Library of Medicine's DOCLINE program provide copious resources for expedited borrowing of materials. Initiatives like "BorrowDirect," coordinated by Penn, allow faculty and students to borrow from nearby institutions. Penn also participates in "EZ-Borrow" with the Pennsylvania Academic Library Consortium, which consists of over 70 universities.

Penn libraries remain deeply committed to digitizing important and rare material. Penn Museum Library has nearly finished digitizing its collection of papyri and related materials (vellum, paper) in the Egyptian Section. Van Pelt Library has a new digitization lab, in addition to its other operating workrooms, to handle large-scale digitization projects. Also, the library's

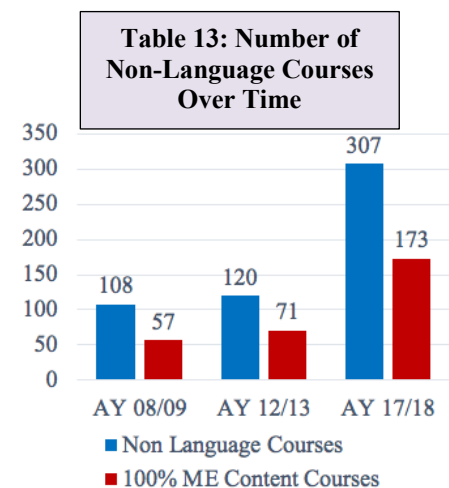
Program on Religion and Urban Civil Society has created a website for a course on “Muslim, Christian & Jewish Relations in the Middle East” that offers resources for the study of 20 ME countries and provides 700 pages of manuscripts and books online. The Schoenberg Center for Electronic Text and Images (SCETI) houses over 2 million images from various collections of rare books, manuscripts, papyri, and photographs available for public online viewing, including those related to the ME. In 2018, Penn received a grant from the Council on Library and Information Resources (CLIR) and the Mellon Foundation—along with Columbia University and the Free Library of Philadelphia—to digitize its manuscripts of the Muslim world and to make them available for research and public use. The Schoenberg Institute for Manuscript Studies has also entered a new phase in its online crowdsourcing project, “Scribes of the Cairo Geniza.” Through this project, the library turned to its online community to aid in sorting and transcribing manuscript fragments of 10<sup>th</sup>-13<sup>th</sup> centuries from the Cairo Geniza.

## **6. QUALITY OF NON-LANGUAGE PROGRAM**

**6.A. Breadth of Coverage:** ME content courses now span **29** departments and **four** programs in **four** schools. This year, we have introduced more streamlined measures to calculate and track the numbers of classes offered, and the numbers of students enrolled. The introduction of these new metrics has highlighted past under-reporting, making it difficult to produce like-for-like data. However, even with this caveat, the evidence strongly suggests a dramatic overall increase in ME courses offered, as well as a corresponding increase in students. **307** ME area studies courses were offered in AY 17/18, representing an increase of approximately **156%** over AY 12/13. During this period, **5,592** students enrolled in these courses—a **126%** increase from AY 12/13. Large departments, such as PSCI and HIST, offer a broad range of popular ME content courses each term, which regularly draw enrollments of 60 or more.

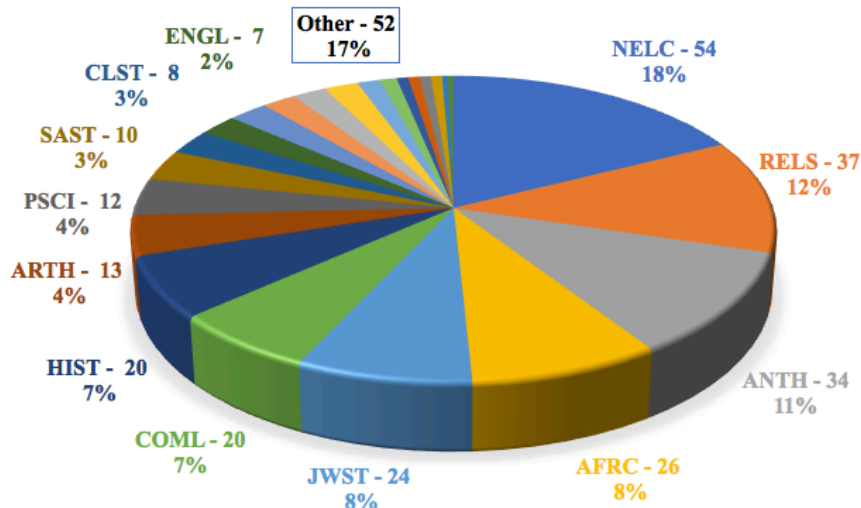
MEC maintains strong, productive partnerships with professional schools at Penn. GSE, for example, runs several programs with an international focus, such as

International Education Development; Educational Linguistics; Intercultural Communication; and Education, Culture and Society, all of which include units on the ME. We also provide a



course development grant to create a course in partnership with GSE on migration and education in the ME. The School of Medicine runs the Global Health Programs and has developed new courses in global health policy in partnership with SAS. The MEC works actively with the Nursing School to enrich its colloquia on nursing in the ME, with plans for talks on palliative care practices in the ME, as well as an ongoing nursing semester abroad in Israel. The Design School, meanwhile, took students to Cairo in 2016 for a week of collaboration with the Egyptian Ministry of Heritage and Culture, as part of PennDesign's Architecture curriculum. Penn Law also offers graduate-level classes on "Jewish Law" and "Islamic Finance." It oversees the vibrant Bok Visiting International Scholars program that brings internationally renowned legal experts to campus, including those who work on the ME.

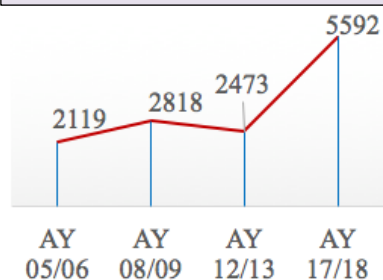
**Table 12: Non-Language Course Distribution**





Wharton School of Business has Global Immersion Programs (GIPs) that combine on-campus study with multi-week site visits for meetings with local business executives and government officials in emerging markets around the world. ME-focused GIPs are a popular

**Table 14: Student Enrollment**



choice among Wharton Students. The most recent in fall 2017 (MGMT-656-004) took students to Israel, Jordan, and the United Arab Emirates. In the summer, students regularly intern in Dubai. Global Modular Courses in the Wharton School also include country-specific topics such as “Lessons from Israeli

Innovation” (MGMT897) and “Finance in Middle East and North Africa” (FNCE 897), which took students to Abu Dhabi and Dubai. The Annenberg School for Communication (ASC) also offers ME courses to address contemporary issues, such as “Global Digital Activism” (COMM270), focusing on the Arab Spring and other global movements.

**6.B. Depth of Coverage:** Departments offering 10 or more courses per year permit students to pursue in-depth study of the ME, beginning with introductory courses and small, first-year seminars and culminating in advanced graduate and undergraduate seminars. HIST, NELC, PSCI offer the entryway courses with large enrollments that channel future majors into specializations and advanced study in the humanities or social sciences. Outside these traditional departments, other Penn entities offer ME coverage in interesting and innovative ways. ENGL offers a class on “Modern Islam and Poetry” that attracts students outside the usual disciplines of MES.

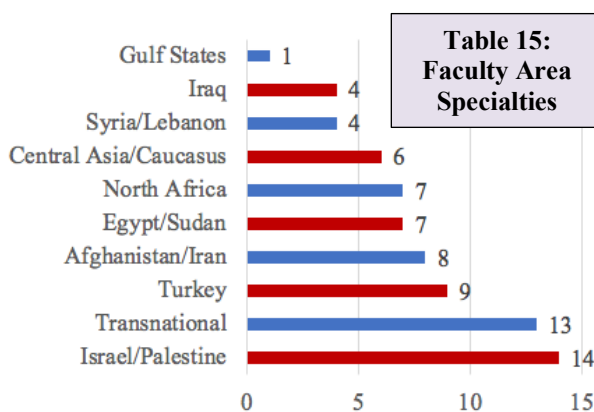
**6.C. Interdisciplinary Courses:** All introductory or gateway courses in MES at Penn are interdisciplinary and seek to introduce students to scholarship and approaches from different areas of the academy. Students, for example, can earn credit for “Arab Music Ensemble,” a class that allows them to experience first-hand Arabic language and musicality. Classes integrate

journalism, novels, historical analysis, primary sources, political texts, and ethnographies. At the same time, our academic programs enable students to develop sophisticated mastery of a field, including its concepts, paradigms, principal methods, and findings. In advanced, more specialized courses, the interdisciplinary study of countries takes place increasingly through independent or collaborative work that is routinely built into the research-oriented curriculum. Courses on ME art and cinema allow students to interact with, and learn from, visual materials. Many courses that are not specifically cross-listed also incorporate interdisciplinary approaches.

**6.D. Faculty and Instructional Assistants:** Our conception of Core Faculty encompasses a holistic view of the ME and how its nations operate in a global capacity. All of our core faculty members are 90% or more ME-focused and

teach a range of courses. Penn's CTL manages the pedagogical training of all teaching assistants. PhD students in SAS are often required to TA as part of their fellowship packages. In the fall, new TAs are required to

attend a 3-day workshop covering issues that range from leading recitations to grading. Beyond the mandatory 3-day workshop, CTL provides training and consultations on a regular basis.

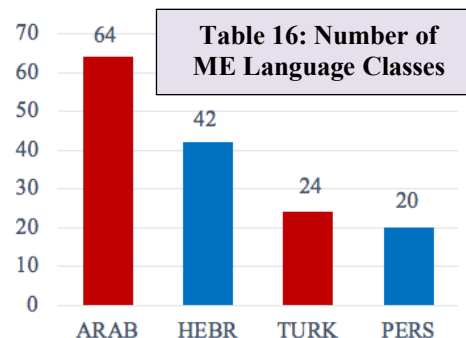


## 7. QUALITY OF LANGUAGE INSTRUCTION

**7.A. Instruction and Enrollments:** Penn offers language instruction in four spoken ME LCTLs at the beginning, intermediate, and advanced levels: Arabic (A), Hebrew (H), Persian (P), and Turkish (T). Penn is also dedicated to expanding language study to a number of other modern languages that have an impact on MES: Amharic, Yiddish, and Ladino, as well as Pashtu and Urdu. Additionally, Penn is a center for the advanced study of a number of ancient ME

languages (Akkadian, Amharic, Aramaic, Demotic, Coptic, Sumerian, Ugaritic, Middle and Old Egyptian). The per-semester roster of courses in all these languages ranged between 30 and 35 from AY16-18. Students may enroll in the 4 main ME LCTLs via daytime courses (A, P, T, H), evening courses through PLC and LPS (A, P), or summer intensive courses (A).

In AY 17/18 alone, Penn offered 151 courses. The Turkish program in particular has experienced a growth in offered courses, increasing **26%** between AY 12/13 and AY 17/18. Penn offers 4 sections of Arabic at the introductory level each fall semester enrolling an average of 10 students per section. These per section figures remain roughly the same in the two



sections of intermediate Arabic offered each semester. Persian remains a popular language choice, enrolling nearly 20 students a semester in AY 17/18.

**7.B. Language Training:** Penn has expanded its language course offerings to meet academic (and national) needs. Penn offers 4 years of proficiency-based Arabic, 3 of proficiency-based Hebrew, 3 of Persian, and 3 of Turkish. Teaching in all four languages uses an integrated skills approach—writing, speaking, reading, and listening—in basic-level courses. The objective is competency in all 4 skills, enabling students from a variety of backgrounds and with different interests to communicate and receive information as effectively and idiomatically as possible. Penn offers a Persian for **heritage speakers** course; and dialect courses in **Levantine and Sudanese Arabic**, in addition to Egyptian and Moroccan Arabic. Penn also provides reading courses in specific topics (social sciences, literature, Islam, Judaica) emphasizing vocabulary-building and the development of specialized interpretive skills crucial for advanced research. Content-based advanced courses, such as Arabic Readings in Social Sciences, have been

expanded over the past two years and have enjoyed a steady increase in enrollment. Turkish offerings are also growing as more content-based teaching is introduced at the advanced level. Both the Wharton graduate (Lauder) and undergraduate (Huntsman) programs teach Arabic. Lauder requires MBA students to achieve a *Superior* (ILR3) level of language proficiency, as determined by the American Council for the Teaching of Foreign Languages (ACTFL); Huntsman requires *ACTFL Advanced* (ILR2) level.

Penn's SAS has a noted language pedagogy expert, Dr. Christina Frei, as Executive Director of Language Instruction. Frei has developed summer leadership institutes and orientations for Fulbright foreign language teaching assistants through the support of ED and the Institute for International Education. Frei oversees all modern language and LCTL instruction—including ME LCTLs—and serves as Academic Director of PLC, which houses faculty focusing on Persian, Turkish and Amharic – all of whom are available for tutoring and proficiency testing.

**7.C. Language Faculty:** 11 professional language instructors teach modern ME LCTLs at Penn: 3 in Arabic, 4 in Hebrew, 2 in Persian, 1 in Turkish and 1 in Ladino. NELC professors Lowry, Shams and Gold oversee the program. Other distinguished faculty, including Spooner (ANTH); Holod and Pittman (ARTH); Elias (RELS); Kashani-Sabet and Troutt Powell (HIST); Cobb, Shams and Sharkey (NELC); also support advanced work on ME languages in their areas of specialty. In addition, Shams, the tenure-track hire in Persian literature in NELC, can work with students in Persian poetry. Aguirre-Mandujano, the tenure-track hire in Ottoman history through HIST, will be able to work with students in Ottoman Turkish and Ladino. This year, we introduced an innovative new approach LCTL teaching, offering one-day workshops in Azeri and Uzbek, in which students listened to lectures on historical, linguistic and cultural issues, and participated in group exercises to give them elementary exposure to the languages. These

workshops proved popular and will be repeated and expanded next year, with the addition of new languages with special relevance to **areas of national need**, such as Dari, Berber and Kyrgyz.

Arabic lecturers (Rushdie, Sryfi, Almallah), the Turkish lecturer (Hatiboğlu), and the Hebrew lecturers (Benatov and Miari) are appointed as *Lecturers in Foreign Language* (LFL)— a secure full-time position that is renewable on a three-year cycle. There is one Senior LFL position in Hebrew (Engel), renewable on a five-year basis. Lecturer in Arabic Ahmad Almallah oversees the teaching in Arabic. Entezari and Assefi-Shirazi oversee Persian teaching. While the former focuses on introductory and intermediate Persian courses, the latter teaches advanced and specialized sections. The positions in Persian and Turkish are consolidated, since these instructors also serve as language coordinators. To serve the research needs of graduate students, Hatiboğlu developed an introductory Ottoman Turkish course. Kashani-Sabet conducts readings in advanced Persian and Dari as needed. Every fall, all language instructors attend intensive three-day training sessions and pedagogy workshops run by NELC and PLC. Also, our language faculty participates in training workshops organized by ACTFL and the National Middle East Language Resource Center (NMELRC) to keep up with the latest pedagogical practices. Hatiboğlu serves as the treasurer of American Association of Teachers of Turkish (AATT).

**7.D. Quality of Language Program:** All Arabic, Hebrew, Persian, and Turkish programs strive to help students acquire the ability to perform common tasks by modeling the language of native speakers. Penn's language courses incorporate performance-based instruction (skits, presentations). These methods are constantly fine-tuned in the classroom for maximum results, namely students being able to function in the language and replicate the natural learning process. In 1984, Penn's ME language curricula became the first to use proficiency-based testing. Penn's Arabic, Hebrew, Persian, and Turkish programs have administered the Oral Proficiency

Interview (OPI) exams, which are pass/fail, on a yearly basis since 1986. All Penn instructors teaching ME LCTLs are also trained pedagogues. Language lecturers often join the membership of their respective language teaching associations, attend conferences, and ensure that their training and testing meet OPI standards. All MES majors must achieve proficiency level of Intermediate High to Advanced Low by graduation. PLC and MEC offer a Language Direct Tutoring Program designed to help students achieve appropriate exit-level proficiencies in their designated languages. On average, students completing a full year of language study, both at Penn and abroad, increase by one proficiency level in reading, writing, listening, and speaking.

## **8. QUALITY OF CURRICULUM DESIGN**

**8.A.1. Undergraduate Instruction:** Penn offers 3 degree options in **MES**: a B.A. in Modern Middle East Studies (**MMES**) through the Center; B.A. programs in Hebrew/Judaic Studies, Arabic/Islamic Studies, Arabic/Hebrew Studies, and Ancient Near Eastern Civilizations offered through **NELC**; and a B.A. in Jewish Studies (**JWST**). Between AY13/14 and AY16/17, **217** students majored or minored in one of these three majors. However, the vast majority of these (**82%**) were enrolled in *our major*, MMES (compared with **54%** in 2009-2013), confirming the program's immense success and growing popularity. The MMES major and minor, launched by the Center in 2007, is now the flagship MES program at Penn—thanks largely to its interdisciplinary design and more contemporary focus.

Since 2010, **109** students have also minored in a MES degree program. **NELC** requires an intensive three years of language study. The remaining courses span historical eras and cultural regions, including electives that reflect individual interests. All students write a concentration paper or, to graduate with honors, a two-term guided senior thesis. **MMES**

requires courses in history and the social sciences (unlike the NELC curriculum), while upholding a high standard of language proficiency at the low advanced level for graduation.

Majors expand their study beyond the country or countries associated with their primary language of concentration and must enroll in two advanced research seminars. **JWST** requires students to complete courses in three fields: history, literature, religion and culture. Students are also required to demonstrate proficiency or to complete two years of language training in Hebrew or Yiddish. Finally, the prestigious **Huntsman Program in International Studies and Business** requires each student to declare a “target language.” In the graduating class of 2018, 4 students studied Arabic. Among the incoming Sophomore, Junior and Senior cohorts 5 students study Arabic. The program requires an intermediate level of language proficiency for admission and advanced proficiency for graduation. It also requires six months of study abroad, a home-stay, and courses taught in the target language. Students can pursue two undergraduate degrees by designing their own dual-degree program between Wharton and SAS.

**8.A.2. Graduate Instruction:** Penn offers M.A., M.S., and Ph.D. degrees across its schools. In SAS, NELC offers 5 different subfields, i.e., Mesopotamian Civilizations, Egyptology, Biblical Studies, Hebrew Lit., Arabic/Islamic Studies, and Arabic/Hebrew Lit. Students in other SAS disciplines (AFST, ANTH, ARTH, PSCI, HIST, RELS) also train to become MES specialists. Many spend time abroad in the Middle East for language training fieldwork and research related to their degrees. In AY17-18 alone, **98** graduate students in **21** disciplines across **8** schools specialized in ME. Our newest graduates are following previous cohorts in leading the field, as well as going on to **government service in areas of national need**. Eric Trager is Republican staffer for the Middle East on the Senate Foreign Relations Committee. Stephen Cook is a senior fellow at the Council on Foreign Relations. Kelsey Rice will soon be teaching at West Point.

Graduates from the last two decades have also headed top university departments and programs: Dwight Reynolds (Santa Barbara); David Roxburgh (Harvard); Devin Stewart (Emory); Denise Natali (Dean, American University of Iraq); Kirk Belknap (Brigham Young); William Granara (Harvard); Cynthia Robinson (Cornell); Asseel al-Ragam (Dean, Kuwait University); Omur Harmansah (Brown); Shawkat Toorawa (Yale); Hassan Radoine (Dean, Royal School of Art, Rabat); and Tarek Kahlaoui (Rutgers), among many others.

NELC upholds rigorous standards for its M.A. and Ph.D. programs. It requires students in the M.A. program to complete 12 courses for the degree, in addition to mastering one ME language, demonstrating reading proficiency in a European language, passing Qualifying Examinations, and submitting a thesis or two research papers. Students in the Ph.D. program take 20 course units, teach 4 semesters, pass written and oral Candidacy Examinations, and write a dissertation, in addition to fulfilling the requirements of the M.A. program. Students in other departments that offer ME tracks (e.g., ANTH, HIST, RELS) must also conclude two years of region-related coursework, demonstrate research competence, and complete intensive language training in two or more languages prior to the Ph.D. qualifying exams.

MEC supports graduate work and language training appropriate to different disciplines in multiple ways. For students who have a tight course schedule during semesters, we offer intensive summer language training. Intensive Arabic courses at elementary levels are regularly scheduled each summer at Penn. Penn participates in the **Eastern Consortium for Persian and Turkish** to provide high quality intensive summer language training for students, and will continue to do so over the next four years. With FLAS and other financial support, MEC helps graduate students attend summer programs abroad. Both Turkish and Persian instructors have developed new curricula for advanced-level courses such as Turkish Media and Culture or



Persian Culture, Literature and Film. The Center's language and area studies faculty also works closely with non-NELC students in the social sciences by offering independent studies in ME paleography, as well as in archival sources, business, law, and economic development.

For advanced Ph.D. students in LCTLs, we support the transition from learner to teacher. Penn graduate students teach Arabic at nearby universities, while others have assisted the MEC in developing ME language instruction at local schools. This summer, one of our graduate students, a former FLAS recipient for Turkish, is working in a Critical Languages Scholarship program in Azerbaijan; two others are providing advanced Arabic tutoring to FLAS recipients.

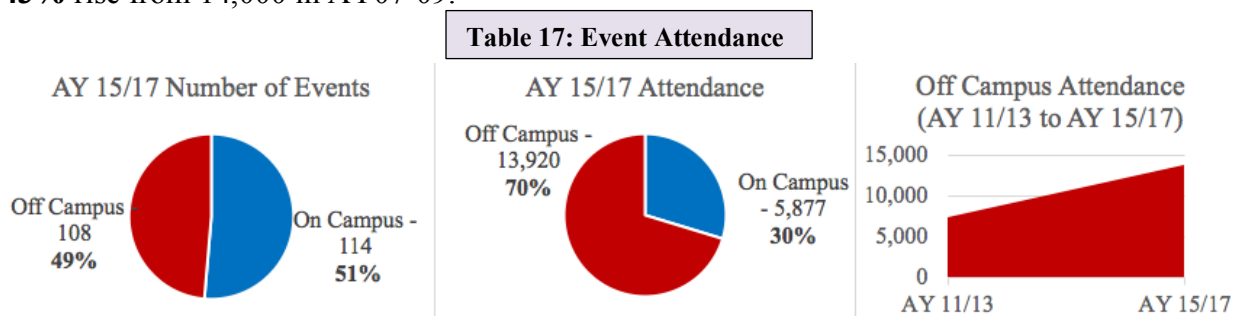
**8.B.1. Advising:** Penn has a comprehensive infrastructure and strategy for advising students. 11 Assistant Deans for Advising and three Assistant Directors of Advising and Academic Support provide expert guidance to undergraduate students on general education requirements. Major advisors at home departments provide students with focused academic support on their individual fields of study. Penn's Career Services Office counsels students on the job market and CURF directs students to funding opportunities. Penn offers three levels of departmental advising to graduate students through the academic advisor, the graduate group, and the Chair of Graduate Studies. Each student primarily works with his or her academic advisor and receives cross-disciplinary advice from the department's graduate group. Individual graduate students can also seek academic guidance from the Chair of Graduate Studies in each department. The chair is available to discuss any aspect of a student's progress and provides guidance in fellowship and job applications. The MEC Director and Associate Director take an active role in advising MMES students on various aspects of their studies. MMES Academic Advisory Board faculty, representing a variety of disciplines, also guide students in the four tracks of the degree program: Arts and Literature; Historical Studies; Social Sciences; and Religion. Finally, the Penn in

Washington program connects students to alumni mentors and assists with career placements, internship and networking opportunities in the capital.

**8.B.2. Research/Study Abroad:** One in three undergraduates spends at least one semester abroad. Penn Abroad coordinates our overseas affiliations and administers all study abroad programs. From AY11–18, at least **1700 students** studied at programs in the ME, including the following: AUC (Egypt), Hebrew University (Israel), AMIDEAST (Jordan), ALIF (Morocco), Boğaziçi (Turkey). The most popular study abroad destinations were Israel (**39%**), UAE (**25%**), Turkey (**17%**), Jordan (**10%**) and Morocco (**7%**). Penn’s partnership with America-Mideast Educational and Training Services (AMIDEAST) provides additional study abroad programs in Morocco, Jordan, and Egypt.

## 9. OUTREACH ACTIVITIES

MEC runs versatile outreach programs geared toward different constituencies: Educators, academics, business professionals, military personnel, K-12 students, community colleges and MSIs, and the general public. In AY15-17, MEC sponsored **235** events, representing a **9%** increase from 216 events in AY11-13, and a **16%** increase over 203 events in AY07-09. Total attendance increased to nearly **20,000** people, marking a **7%** rise from 18,700 in AY11-13 and a **43%** rise from 14,000 in AY07-09.



Not only has MEC maintained a vibrant and engaging outreach schedule through K-12 workshops, business, military and post-secondary outreach, but it has amplified its impact

through social media and technology resulting in **record-breaking** attendance at some of our events. By integrating MEC's mission with the activities of new institutional partners (Philadelphia Science Festival, Pennsylvania Council for International Education and LinkedIn's Talent Organization specializing in connecting military veterans to career opportunities), we have addressed many areas of **national need** such as literacy, STEM education, and support for the military. On April 11, 2018, MEC organized a well-attended panel discussion highlighting the experiences of U.S. military veterans in the ME and how these experiences shaped their perceptions of the region and its peoples. The panel discussion was moderated by Penn graduate Cory Boatwright, Head of Veteran Recruiting at LinkedIn in San Francisco California, himself a military veteran. We have also refined K-12 programming to synchronize the participation of MEC staff, faculty, and graduate students with the needs of local schools.

MEC teacher training programs remain creative and prolific. We organized **50** teacher training workshops and K-12 presentations in AY14-18, providing training for **838** K-12 teachers and community college educators. Our programs have enabled teachers to enrich their global curricula and to embrace the latest trends in current pedagogy. In January 2018, we organized a teacher professional development workshop together with Penn Museum on using STEM techniques to analyze the past. The workshop included a STEM-focused activity that examined ceramic slipper coffins from the Mesopotamian city of Nippur. This workshop will enable teachers to incorporate scientific analysis in their history and cultural studies curriculum.

**9.A.1. K-12 Outreach:** MEC serves the K-12 community through its Speakers Bureau, A/V lending library, free teaching modules, lesson plans, and faculty expertise. The Speakers Bureau matches K-12 classrooms with MEC staff, graduate students, and faculty for informative lectures and interactive programs on relevant topics and enhances teaching and curriculum development

in courses ranging from ME politics to Islam and Medicine. A list of available resources appears on our website, and we receive weekly requests from educators for the use of this material. During AY14-18, MEC staff and graduate students visited **28** area high schools. Similarly, MEC's A/V lending library has been a tremendous resource for K-12 teachers, Penn faculty, and outside scholars. We propose new ways to make it even more accessible through digitization.

MEC actively seeks to promote diversity of perspectives (**AP1**) on the ME in our outreach program. We work closely with Penn Museum—a common fieldtrip destination for Philadelphia K-12 programs—to fulfill our mission. In AY15-17, MEC contributed over \$15,000 to the Penn Museum for such events. In February 2016 we co-organized a K-12 outreach event titled: “Asia Day 2016: Comedy, Humor and Satire,” which reached 265 students and teachers.

MEC embraces younger audiences through its arts and culture outreach efforts and simultaneously generates **diversity of perspectives** with these programs. In April 2016, we presented: “World Culture Day: Turkish Delight!” that included musical performances and craft projects for children. In June 2017, we convened “International Day” at Franklin Learning Center, which showcased musical pieces by student groups and a recital by percussionist and music teacher Hafiz Javier Kotain from Al-Bustan – an event attended by 300 students. Finally, in 2018, several Model UN events co-organized by MEC, the Philadelphia World Affairs Council, and Penn Museum brought together 490 students from the greater Philadelphia area. Over the last three years, **2,742** students have participated in MEC K-12 outreach activities.

**9.A.2. Teacher Training:** Professional teacher training programs aimed at incorporating ME-related subjects form a vital part of our outreach activities (**AP2**). While the depth of MES in local schools varies greatly, we focus on presenting historical, social, and linguistic context to current events that integrate with courses already in place. We provide a starting point for class

discussions on the ME, as well as a sociopolitical context for contemporary issues such as the Arab Spring and the ME refugee crisis. To achieve this goal MEC has forged exemplary partnerships with MSIs such as Camden County College (CCC) to organize educator training for Philadelphia and South Jersey high school teachers seeking to incorporate ME content into the classroom. Our teacher training programs with CCC included themes such as Terrorism, Gendered Perspectives, and Migration. In June 2017 MEC organized a professional development workshop for K-12 teachers at CCC on how to address Islamophobia in K-12 education. The workshop featured Penn faculty and musicology PhD student, Juan Castrillon, who showcased Sufi music, instruments and dance. Participating teachers received NJ Professional Development Credit, a stipend, and instructional material. To receive the stipend, teachers were required to submit a lesson plan based on the material presented in the workshop. In July 2017 MEC, along with CCC and the Pulitzer Center, organized a professional development workshop for K-12 teachers on Migration in the Middle East. The workshop featured: Dr. Salam al-Kuntar, herself a Syrian refugee, who gave a talk on “Displacement and Forced Migration of Syrians and Iraqis”; Penn PhD-student Nimrod Ben-Zeev, who discussed “Mizrahi Jews in Israel: History, Struggle and Identity”; and Pulitzer Scholar Robin Shulman, who spoke about Syrian refugees in Canada.

Recently, we partnered with the Pennsylvania Council for International Education (PACIE), a leading education advocacy organization, to organize a professional teacher development workshop titled: “Educating the Educator: Nationalism and Identity in the Era of Colonialism,” which facilitated the teaching of complex global and historical processes at the high school level. Curricula generated from this workshop were posted on the PA Department of Education’s SAS portal and tagged as meeting global education goals and skills.

**9.B. Post-Secondary Outreach:** MEC's outreach to post-secondary institutions stands out as a successful model of community partnership. We have co-sponsored symposia, conferences, and lectures over the past three years on **9** college campuses in the area. A special note should be made about MEC outreach programs with *Minority Serving Institutions* (MSIs) in the greater Philadelphia area. We organized or co-sponsored **45** events that took place at MSIs including CCC, Community College of Philadelphia (CCP), Lincoln College, and Rosemont College attended by over **3,800** people – an increase of **18%** since the previous grant cycle. MEC and ARIT organized a major lecture series at CCC in 2017 titled: "Refugees and Migrants in Historical Perspective." This series consisted of five talks that put renowned Penn faculty in touch with CCC students, instructors, and the general public. Other MEC-sponsored events at CCC covered important topics of public interest, from Islamophobia to foreign policy. In 2015, MEC hosted CNN terrorism analyst Paul Cruickshank at a well-attended event titled: "The Evolving Terrorist Threat" at CCC. Since 1998, MEC has also maintained an enduring partnership with CCP, which launched its popular study abroad program in Turkey with MEC's help. The program has taken ten students and two instructors to Turkey every year since 2007.

During this cycle MEC has hosted **148** events geared toward audiences attending a post-secondary institution. These events have drawn over **10,000** attendees to our campus, library, and museum. MEC-affiliated faculty, graduate students, and staff lectured, presented, and/or served as discussants in **78** of these events, which ranged from academic lectures to cultural programs. In October 2017, MEC sponsored the performance of the student-led Middle Eastern drum and dance troupe "Yalla!" at Platt Student Performing Art House. Events like these present a more diverse and culturally vibrant image of the region.

MEC's Visiting Scholars Program plays an integral part in enriching faculty scholarship

on the ME at local colleges. Currently, MEC hosts four scholars from regional colleges and provides them with borrowing privileges at our libraries. The assistance that MEC offers to these scholars translates directly to improved and enlightened discussions of the ME on their home campuses. MEC regularly invites distinguished ME professionals to campus as part of the annual Global Distinguished Lecture series. Last fall, we hosted the Turkish Nobel laureate, Orhan Pamuk, who discussed his novels with translator and former ambassador to Afghanistan, Dr. Robert Finn. In March 2018 Egyptian diplomat Moushira Khattab delivered the keynote address at MEC's co-sponsored International Women's Day event. Both programs attracted approximately **120** and **200** attendees, respectively.

**9.C. Outreach to Business, Media, and the General Public:** MEC strives to be an integral part of Middle East programming across the greater Philadelphia area. We constantly innovate our lectures, workshops, and cultural events to target new and different audiences and to raise awareness of the diverse politics and societies of the Middle East. From AY15-17, MEC co-sponsored **105** events held off-campus attended by **13,577** people. These figures represent a significant increase of **40%** and **47%** respectively since AY13-15, which saw 75 events attended by approximately 9,000 people. MEC collaborates with ME-focused community organizations like Al-Bustan Seeds of Culture, the Gershman Philadelphia Jewish Film Festival (GPJFF), and Shabahang—the Iranian Cultural Society of America, to sponsor numerous outreach events across the city. In 2015, Al Bustan and MEC hosted an event called: “Ahlan! Embracing our Community with Arab Arts” and attended by over 300 people.

| <b>Table 18: Outreach Events</b>   | <b>Date</b>       | <b>Attendance</b> |
|--|-------------------|-------------------|
| <i>K-12 Outreach:</i> Asia Day: Comedy and Satire  | February 19, 2016 | 265               |
| <i>Teacher Training:</i> Bilingualism Workshop with Penn GSE and School District of Philadelphia | May 2, 2017       | 30                |
| <i>Arts and Culture Outreach:</i> Orhan Pamuk Visit  | October 12, 2017  | 120               |
| <i>Military Outreach:</i> A View from Penn Veterans in ME  | April 11, 2018    | 30                |
| <i>Global Affairs Outreach:</i> International Women's Day  | March 1, 2018     | 200               |
| <i>Public Outreach:</i> Middle East Film Festival  | March 3-23, 2018  | 2,865             |

MEC makes every effort to advertise on-campus events to constituencies beyond the Penn community. Our weekly events notices reach **1,046** recipients through various list serves. MEC's Facebook page, which forwards messages to over **2,000** community members, allows us to reach broad audiences beyond our regular constituency. MEC also publicizes its programs by other means, including press releases through Penn's Office of Public Relations, *The Daily Pennsylvanian*, and through partnerships with public institutions such as Global Philadelphia and the Philadelphia World Affairs Council. Our events also appear on MEC's website.

MEC remains a nationally recognized resource for press inquiries into ME affairs. We often receive calls from the *Philadelphia Inquirer* and *New York Times*, or from radio stations such as Philadelphia's WHYY, regarding current events. Working with the University Communications Office, we put the appropriate Penn expert in touch with journalists. MEC faculty members have appeared on television programs put out by VOA, BBC, NPR, CNN, NBC, etc, and radio stations such as WHYY, WFMT, and WBEZ. Faculty members have contributed op-ed articles and given interviews in traditional print sources like *The Nation*, as well as digital media like *Al Jazeera* and *The Huffington Post*. Since 2014, MEC faculty have given **109** media interviews, more than doubling their media engagements this cycle.

Collectively, MEC-affiliated faculty have given over **200** public talks or presentations accessible to the general public in this cycle. Many MEC-affiliated faculty members actively engage the public in outreach efforts that go beyond traditional lectures. Since 2017, Lustick has participated in three NPR podcasts on US policy in Syria. Carasik produces a weekly podcast called "Torah Talk," drawing on his scholarship on Jewish religious texts. Benatov has given over two dozen talks on Bulgarian Jews in the Holocaust at Jewish centers and synagogues. The interests of several Penn ME scholars cross over from academic to literary. Shams and Almallah



are both accomplished poets who have delivered readings at national and local poetry festivals.

## 10. PRIORITIES

Our proposed activities will directly address areas of national need and ***all NRC Absolute and Competitive Priorities*** in specific ways. [See Tables 1 & 2]. A certificate program with LPS; a successful collaboration with *Drexel University's GSE* to train teachers with ME specialization; and sponsorship of Penn GSE's Urban Teaching Apprenticeships will comply with **NRC Absolute Priority 1** and **NRC Competitive Preference Priority 2**. MEC will rely upon its exemplary networks with *MSIs and Community Colleges* (CCP, Cheyney University, Montgomery County Community College and CCC) to design internationalized curricula that will engage underserved populations in targeted ME activities (**CPP1**). MEC embraces diversity of perspectives in all of its programming. Several new initiatives (bilingualism workshops; series on religious traditions of the ME; Beyond the Silk Roads conference; global speaker series with Penn Nursing and Pulitzer; post-deployment programs for veterans; cybersecurity, etc.) will address **NRC Absolute Priority 1**. To satisfy **FLAS Competitive Preference Priorities 1 & 2**, MEC will continue its FLAS selection criteria that give consideration to financial need, as we have to date, and expand our language offerings. In the last cycle we awarded **100%** of FLAS fellowships to students who studied *Arabic, Hebrew, Persian, Tajik* and *Turkish* – all among the ED's 78 priority languages – and plan to do the same next cycle. As proposed in 2014, we opened the competition to *Kurdish* and *Tajik*, expanding our reach beyond the region's four dominant languages. Next round, we will work with PLC to extend FLAS further, to *Kazakh* and *Uzbek*. We will also add workshops in LCTLs such as *Azeri, Dari, Kyrgyz* and *Uzbek*.

| Table 19: Number of activities addressing each priority |    |
|---|----|
| Absolute Priority 1                                     | 46 |
| Absolute Priority 2                                     | 15 |
| Competitive Preference Priority 1                       | 12 |
| Competitive Preference Priority 2                       | 5  |

## **11. FLAS AWARDEE SELECTION PROCEDURE**

**11.A. Recruitment and Publicity:** Penn oversees multiple FLAS programs in different world regions concurrently. We advertise FLAS fellowships throughout the University and beyond to solicit applications from a diverse student body. In October and January, the Center publicizes summer and year-long FLAS fellowships to the heads of departments and schools, with the cooperation of the Dean's office. Twice a year, we convene information sessions for applicants to review FLAS requirements and procedures. MEC Academic Advisory Board also disseminates information about FLAS, and MEC staff distributes brochures in ME classes with large enrollments to publicize the fellowship. We also circulate FLAS announcements through departmental coordinators and student groups. Program materials are available at Student Orientations, Open Houses, and Priority Registration events, and Penn's Offices of Admissions and Financial Aid refer students that may qualify. While continuing to post hard-copy flyers throughout campus, we have expanded online FLAS publicity efforts to attract current and prospective students. FLAS fellowships are advertised on Penn's SAS webpage, MEC website, Facebook and Twitter. As it is crucial to recruit students at intermediate or higher levels, we specifically advertise for FLAS in language classes, PLC, and language workshops. Finally, Penn's application for graduate school admission provides the option of applying for a FLAS.

The FLAS applications are due in mid-February. Working with SAS computing, Penn NRCs collect FLAS applications through a streamlined online program, "Interfolio." This system expedites the review process by giving committee members easy online access to applications. The FLAS committee, which comprises four MEC core faculty members, receives a copy of all applications and normally convenes a meeting in late March to select awardees. Applicants are notified in mid-April and advised to schedule language evaluations and finalize fellowship plans.

**11.B. Application:** Each FLAS applicant must submit an application with the following information: relevant course history; a CV; a personal statement, which demonstrates the student's curricular and research plans, rationale for language choice, and career objectives; a transcript; and two recommendation letters, one of which specifically addresses language competence. The application also invites students to complete a statement of financial need.

**11.C. Selection Criteria:** A FLAS application form, which includes demographic information and educational goals, will be distributed as part of the information packet described in the recruitment plan and will be available on the FLAS website. Award recipients must meet citizenship requirements and academic criteria. MEC will not refuse participation in the program based on gender, race, national origin, disability or age in accordance with the US Department of Education's GEPA guidelines. The FLAS Committee Chair will evaluate the success of the selection process based on the number and diversity of eligible participants and how accurately that process reflects the composition of the general Penn population. To comply with ***FLAS Competitive Preference Priority 1*** students must fill in the Free Application for Federal Student Aid (FAFSA) form, in order to determine their financial need, and supply transcripts. The committee will rank applications based on academic merit as well as financial need, using information obtained from Penn's Student Financial Services. Award selection will proceed in accordance with FLAS priorities. To address ***FLAS Competitive Preference Priority 1***, the FLAS committee will give preference in its rankings to students who demonstrate financial need as determined under Part F of Title IV of the HEA. A participant selection process and rubric will guide staff in identifying and selecting FLAS fellows. Additional consideration for selection includes the availability of a slot in the appropriate language or country. To meet ***FLAS Competitive Preference Priority 2***, we will make FLAS awards for students of *Arabic, Hebrew,*

*Persian, Turkish* - all among the 78 priority LCTLs. Recently, the Center awarded its first FLAS in **Tajik** to Mariana Irby, an anthropology student researching migrant communities in Tajikistan. For the next cycle, a professor has been identified, and MEC anticipates a class in **Kurdish (Sorani)** to be taught this upcoming academic year. We will work with PLC to initiate future FLAS programs, which build on the intermediate to advanced language workshops conducted in the previous round in LCTLs such as *Azeri, Dari, Kazakh, Kyrgyz* and *Uzbek*.

**One hundred percent (100%)** of FLAS-graduated fellows at Penn secure employment that uses their foreign language and area study skills within (on average) 8 years of graduation. Every FLAS recipient has studied a priority language as defined by the Secretary of Education. After receiving the FLAS, **100%** of Penn FLAS fellows increase their writing, listening and/or speaking scores by at least one proficiency level. To meet the high demand from students, particularly those in the MMES program whose participants have tripled since 2007, and to train specialists for national security, it is imperative that we **increase** the total number of FLAS fellowships in the next cycle. Given that we have proposed several new initiatives with professional schools (LPS and Penn & Drexel GSE), we anticipate an increased demand for graduate FLAS awards. **For AY18-22**, we request a total of **18 FLAS** fellowships each year: **11 AY** fellowships (7 graduates and 4 undergraduates) and **7 Summer** FLAS fellowships.

| FLAS LCTLs<br>2014-2018                                      | FLAS LCTLs<br>2018-2022   | FLAS alumni<br>using<br>language<br>at work | FLAS fellows<br>who increase<br>proficiency<br>levels | FLAS<br>fellowships<br>awarded for<br>priority<br>LCTLs | FLAS applicants<br>considered by<br>financial need |
|--|---|---|---|---|--|
| Arabic,<br>Hebrew,<br>Kurdish,<br>Persian, Tajik,<br>Turkish | Arabic, Hebrew,<br><b>Kazakh</b> , Kurdish,<br>Persian, Tajik,<br>Turkish, <b>Uzbek</b> | <b>100%</b>                                 | <b>100%</b>   | <b>100%</b>   | <b>100%</b>  |
| <i>FLAS<br/>Competitive<br/>Priority 2</i>                   | <i>FLAS Competitive<br/>Priority 2</i>  | <i>FLAS<br/>Competitive<br/>Priority 2</i>  | <i>FLAS<br/>Competitive<br/>Priority 2</i>            | <i>FLAS<br/>Competitive<br/>Priority 2</i>              | <i>FLAS Competitive<br/>Priority 1</i>             |

**Table 20: FLAS Competitive Priorities**

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

| <b>Abbreviation/Acronym</b> | <b>Word</b>  |
|-----------------------------|--|
| <b>AATP</b>                 | American Association for Teachers of Persian           |
| <b>AATTL</b>                | American Association for Teachers of Turkic Languages  |
| <b>ACTFL</b>                | American Council for the Teaching of Foreign Languages |
| <b>AFST</b>                 | African Studies  |
| <b>AIrS</b>                 | American Institute of Iranian Studies                  |
| <b>AIMS</b>                 | American Institute for Maghrib Studies                 |
| <b>AIS</b>                  | Association of Iranian Studies                         |
| <b>AIYS</b>                 | American Institute for Yemeni Studies                  |
| <b>ALIF</b>                 | American Institute in Fez                              |
| <b>AMIDEAST</b>             | American-Mideast Educational and Training Services     |
| <b>ANTH</b>                 | Anthropology   |
| <b>ARIT</b>                 | American Research Institute in Turkey                  |
| <b>ARTH</b>                 | History of Art   |
| <b>ASC</b>                  | The Annenberg School for Communication                 |
| <b>AUC</b>                  | American University in Cairo                           |
| <b>CASA</b>                 | Center for Arabic Studies Abroad                       |
| <b>CC</b>                   | Community College                                      |
| <b>CCC</b>                  | Camden County College                                  |
| <b>CCP</b>                  | Community College of Philadelphia                      |
| <b>CERL</b>                 | Center for Ethics and Responsibility in the Law        |
| <b>CESSI</b>                | Central Eurasian Studies Summer Institute              |
| <b>CTL</b>                  | Center for Teaching and Learning                       |
| <b>CU</b>                   | Course Units   |
| <b>CURF</b>                 | Center for Undergraduate Research and Fellowships      |
| <b>DOE</b>                  | Department of Education                                |
| <b>EBHRC</b>                | Economic and Business History Research in Cairo        |
| <b>ENGL</b>                 | English  |
| <b>FLAS</b>                 | Foreign Language and Area Studies                      |
| <b>GSE</b>                  | Graduate School of Education                           |
| <b>HIST</b>                 | History  |
| <b>IJMES</b>                | International Journal of Middle East Studies           |
| <b>JWST</b>                 | Jewish Studies   |
| <b>LCTL</b>                 | Less Commonly Taught Language                          |
| <b>LDC</b>                  | Linguistic Data Consortium                             |
| <b>LFL</b>                  | Lecturer in Foreign Language                           |
| <b>LPS</b>                  | College of Liberal and Professional Studies            |
| <b>ME</b>                   | Middle East  |

|               |   |
|---------------|---|
| <b>MEC</b>    | Middle East Center  |
| <b>MEMP</b>   | Middle East Microforms Project                                  |
| <b>MES</b>    | Middle East Studies   |
| <b>MESA</b>   | Middle East Studies Association                                 |
| <b>MIIE</b>   | Midwest Institute for International and Intercultural Education |
| <b>MMES</b>   | Modern Middle East Studies                                      |
| <b>MSI</b>    | Minority Serving Institution                                    |
| <b>NELC</b>   | Near Eastern Languages and Civilizations                        |
| <b>NMELRC</b> | National Middle East Language Resource Center                   |
| <b>NRC</b>    | National Resource Center  |
| <b>OACIS</b>  | Online Access to Consolidated Information on Serials            |
| <b>OCLC</b>   | Online Computer Library Center                                  |
| <b>OPI</b>    | Oral Proficiency Interview                                      |
| <b>PACIE</b>  | Pennsylvania Council for International Business                 |
| <b>PG</b>     | Penn Global   |
| <b>PLAC</b>   | Penn Latin America and the Caribbean                            |
| <b>PLC</b>    | Penn Language Center  |
| <b>PSCI</b>   | Political Science   |
| <b>PWH</b>    | Perry World House   |
| <b>RELS</b>   | Religious Studies   |
| <b>RoMES</b>  | Review of Middle East Studies                                   |
| <b>SAC</b>    | South Asia Center   |
| <b>SAS</b>    | School of Arts and Sciences                                     |
| <b>SCETI</b>  | Schoenberg Center for Electronic Texts and Images               |
| <b>TAFSUS</b> | Turkish American Friendship Society of US                       |

### Diverse Perspectives

The University of Pennsylvania has made diversity one of its key initiatives. Since 2011, the university administration and its 12 schools have spent over **\$140 million** to promote faculty diversity. The Dean's Office at the School of Arts and Sciences created a Diversity Council that monitors departmental hiring and promotions, as well as diversity in other facets of campus life. Penn has also launched the **Penn First Generation Low Income Program** to support students who fit this profile.

The Middle East Center (MEC) at the University of Pennsylvania recognizes the cultural breadth and unique history of the Middle East through its multifaceted activities and its interdisciplinary approach to the field. Our programs draw upon different disciplines, sources, languages, and traditions. The expertise of our faculty reflects this diversity and enables us to offer students in-depth chronological, regional, thematic, and disciplinary coverage of the Middle East.

**Geographic Content:** Over the last decade, Penn's Middle East Center has emerged as a vital and indispensable resource in fostering cross-cultural understanding and dialogue. Our events cover the Middle East region from different geographical and cultural perspectives, from Afghanistan to the Arabian Peninsula. North Africa has long formed an integral part of our activities, and our Center has expanded its coverage of the Caucasus and of Central Asia through its long-term collaboration with Central Eurasian Studies Summer Institute (CESSI). Penn's MEC will expand its programming on geographic areas that border the core countries of the Middle East, including sub-Saharan Africa and Southeast Asia.

**Religious Views:** The Middle East region stands out as the cradle of several world religions such as Zoroastrianism, Judaism, Christianity, Islam, and Bahaism. Our programs reflect the region's rich religious traditions, including among former slave communities that practiced syncretic faiths. Many of our activities with Penn Museum, Africana Studies, and the Katz Center for Advanced Judaic Studies shed light on the interaction of these faiths in the Middle East.

**Minority Views:** Through our activities, we incorporate the rich cultures of minority groups such as Arab Christians, Jewish Iranians and Iraqis, Armenians, and Kurds. We strive to provide the public with opportunities to become acquainted with these diverse perspectives through multiple media, including public lectures, film, language classes, and musical performances.

**International Affairs:** One of the most important missions of MEC is to build expertise in the understanding of complex international issues related to the Middle East. Penn's area studies and language programs further the global awareness of our students. MEC courses address crucial subjects such as refugees and migration, terrorism, sectarian conflict, and the Syrian civil war. Such courses, which are tied at times with public events, draw on speakers from journalistic and military backgrounds to expose our students to a multiplicity of perspectives.

**Political Views:** Integral to all these efforts is Penn's ongoing commitment to diversity of viewpoints at every level. Penn's MEC does not endorse any single group or represent any particular political point of view and emphatically does not act as an advocacy organization. Given the volatile discourse on the contemporary Middle East, our center has determined to be inclusive of a wide spectrum of divergent political perspectives through its programs and initiatives.



### **Areas of National Need**

Penn's rigorous and outstanding MES programs (both graduate and undergraduate) have played a visible and crucial role in training some of the leading ME experts in the United States, many of whom hold important positions in government, business, and academia. Our recent graduates now work at the White House, US embassies, or at competitive academic institutions throughout the world. Our distinguished faculty members have consulted with numerous organizations on Middle East politics, social policies, and security issues. In addition, we support the training of specialized staff in vital fields like healthcare and K-12 education. Our programs also provide a diverse set of perspectives on key issues of national policy by drawing on military professionals and journalists. The MEC partners with a range of institutions with roots in both the current and previous administrations, from the Wharton School of Business to the Penn Biden Center for Diplomacy.

During this grant cycle, MEC will use several strategies to encourage Penn students to pursue careers in government service, as well as to address areas of need in education, business, and the nonprofit sectors. First, our proposed Terminal Masters program in MMES will contribute to the supply of ME specialists in non-academic fields. This Terminal M.A. program targets lawyers, business professionals, educators, journalists, and military personnel who seek ME language and area studies training. Penn's Career Services Program will facilitate our efforts to encourage careers in government, public policy, and business through targeted information sessions. Recent forums have focused on "Internships in Israel"; "Cross-Disciplinary Opportunities Fair"; "Careers and Internships in Washington"; and an info session conducted by Avascent, a consulting firm serving the defense, aerospace and homeland security industries. We also provide information sessions on state department internships.

Penn's MEC has developed an extensive program of language training courses that provide rigorous training in LCTLs critical to US foreign policy. In addition to offering courses in a wide variety of languages and FLAS Fellowships in Arabic, Hebrew, Persian, and Turkish, this cycle we have begun offering FLAS Fellowships in Tajik and Kurdish, and soon Uzbek as well. We have also organized Language Training Workshops in Uzbek and Azeri, a program we intend to expand in the coming year.

We have collaborated closely with faculty in the Annenberg School for Communication, Penn Law, Wharton School of Business, and the Nursing School to increase the number of FLAS Fellowships to students likely to pursue careers in government and related fields. Our efforts target graduate, professional, and undergraduate students. We have also worked with these schools to specific programs, such as the Nursing School's internship in Israel and program to conduct curriculum reform at a Palestinian nursing school. We will continue working closely with these schools to identify the most competitive applicants for FLAS Fellowships, ideally students with intermediate or advanced level language proficiency.

The partnerships that Penn's MEC has cultivated with MSIs directly advance national objectives by broadening language and area studies instruction in ME-related subjects. We will continue to enhance these associations during the next cycle and seek out new venues for promoting quality education and teacher training that focuses on the Middle East. We will build on our ongoing successes in academic and public programming to meet the nation's areas of greatest need.

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$303,010 Year 2: \$316,035 Year 3: \$316,752 Year 4: \$320,666

#### FLAS Request

Year 1: \$343,500 Year 2: \$343,500 Year 3: \$343,500 Year 4: \$343,500

### **Type of Applicant**

- ☒ Single institution The Trustees of the University of Pennsylvania – Middle East Center
- ☐ Consortium of institutions
  - ☐ Lead \_\_\_\_\_
  - ☐ Partner 1 \_\_\_\_\_
  - ☐ Partner 2 \_\_\_\_\_
  - ☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input checked="" type="checkbox"/> MIDDLE EAST          |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Persian, Tajik, Turkish, Uzbek, Kazakh, Kurdish

**APPENDIX A: COURSE LIST**

| Course Code | Course Title   | Department                                     | C.U.'s | Crosslisted As: | AY 16/17 Enrollment | AY 17/18 Enrollment | AY 18/19 Availability | ME Content % |
|-------------|--|--|--------|-----------------|---------------------|---------------------|-----------------------|--------------|
| AAMW424     | Art of Mesopotamia   | Art and Archaeology of the Mediterranean World | 1      | ARTH            | N/A                 | 0                   | Y                     | 100%         |
| AAMW503     | Ancient Economies  | Art and Archaeology of the Mediterranean World | 1      | ANCH, CLST      | N/A                 | 8                   | Y                     | 25%          |
| AAMW522     | Topic in Ancient Iranian Art: the Archaeology of the Persian Gulf from the Neolithic to the Romans | Art and Archaeology of the Mediterranean World | 1      | ARTH            | N/A                 | 2                   | Y                     | 100%         |
| AAMW537     | Topics in Art of Iran: From the Sasanians for the Abbasids   | Art and Archaeology of the Mediterranean World | 1      | ANCH, NELC      | N/A                 | 1                   | Y                     | 100%         |
| AAMW540     | Migrating Materiality: Ivory Around the Mediterranean  | Art and Archaeology of the Mediterranean World | 1      | AFRC            | N/A                 | 0                   | Y                     | 50%          |
| AAMW635     | Intro to Visual Cultural Islam in the World  | Art and Archaeology of the Mediterranean World | 1      | ARTH, NELC      | 2                   | 2                   | Y                     | 100%         |
| AFRC062     | Land of the Pharaohs   | Africana Studies                               | 1      |                 | N/A                 | 20                  | Y                     | 100%         |
| AFRC135     | Law & Society  | Africana Studies                               | 1      |                 | 9                   | 8                   | Y                     | 25%          |
| AFRC190     | Introduction to Africa   | Africana Studies                               | 1      |                 | 14                  | 8                   | Y                     | 25%          |
| AFRC218     | Diversity & the Law  | Africana Studies                               | 1      | SOCI            | 9                   | 19                  | Y                     | 25%          |
| AFRC235     | Law and Social Change  | Africana Studies                               | 1      | SOCI            | 10                  | 7                   | Y                     | 25%          |
| AFRC240     | Elementary Amharic I   | Africana Studies                               | 1      |                 | 3                   | N/A                 | Y                     | 25%          |
| AFRC241     | Elementary Amharic II  | Africana Studies                               | 1      |                 | 2                   | 1                   | Y                     | 25%          |
| AFRC242     | Intermediate Amharic I   | Africana Studies                               | 1      |                 | 2                   | N/A                 | Y                     | 25%          |
| AFRC243     | Intermediate Amharic II  | Africana Studies                               | 1      |                 | 3                   | 1                   | Y                     | 25%          |
| AFRC274     | Faces of Islam in Africa   | Africana Studies                               | 1      | AFST, HIST      | 2                   | 4                   | Y                     | 50%          |
| AFRC312     | Muslims, Christians, & Jews: History and Memory in Spain   | Africana Studies                               | 1      |                 | N/A                 | 1                   | N                     | 50%          |
| AFRC321     | Understanding African Conflict   | Africana Studies                               | 1      |                 | 6                   | 3                   | Y                     | 25%          |
| AFRC420     | The US and Human Rights: Policies and Practices  | Africana Studies                               | 1      |                 | 26                  | 35                  | Y                     | 25%          |
| AFRC538     | Migrating Materiality: Ivory Around the Mediterranean  | Africana Studies                               | 1      | AAMW            | N/A                 | 0                   | Y                     | 50%          |
| AFRC540     | Elementary Amharic I   | Africana Studies                               | 1      |                 | 0                   | 0                   | Y                     | 25%          |
| AFRC541     | Elementary Amharic II  | Africana Studies                               | 1      |                 | 0                   | 0                   | Y                     | 25%          |
| AFRC543     | Intermediate Amharic II  | Africana Studies                               | 1      |                 | 0                   | 0                   | Y                     | 25%          |
| AFRC547     | Religions of Africana Diaspora   | Africana Studies                               | 1      |                 | N/A                 | 6                   | Y                     | 50%          |
| AFRC548     | Advanced Amharic   | Africana Studies                               | 1      |                 | N/A                 | 6                   | N                     | 25%          |
| AFRC587     | Race, Nation, Empire   | Africana Studies                               | 1      | ANTH, GSWS      | N/A                 | 3                   | Y                     | 25%          |
| AFRC591     | Postcolonial Studies   | Africana Studies                               | 1      |                 | N/A                 | 1                   | Y                     | 25%          |
| AFST247     | Advanced Amharic Part I  | Africana Studies                               | 1      |                 | N/A                 | 0                   | Y                     | 25%          |
| AFST268     | Contemporary Issues in African Society   | Africana Studies                               | 1      |                 | 0                   | 2                   | N                     | 25%          |
| AFST274     | Faces of Islam in Africa   | Africana Studies                               | 1      | AFRC, HIST      | 4                   | 2                   | N                     | 50%          |
| AFST460     | Middle Egyptian  | Africana Studies                               | 1      |                 | N/A                 | 0                   | Y                     | 100%         |
| AFST467     | History Egyptian New Kingdom   | Africana Studies                               | 1      |                 | N/A                 | 0                   | Y                     | 100%         |
| AFST649     | Amharic Language and Culture   | Africana Studies                               | 1      |                 | N/A                 | 1                   | Y                     | 25%          |
| ANCH133     | The History of God   | Classical Studies                              | 1      | JWST, RELS      | 0                   | 13                  | N                     | 50%          |

APPENDIX A: COURSE LIST

|         |  |                   |   |            |     |     |   |      |
|---------|--|-------------------|---|------------|-----|-----|---|------|
| ANCH311 | Disasters of the Ancient Mediterranean World                                 | Classical Studies | 1 |            | N/A | 2   | Y | 50%  |
| ANCH527 | Topics in Art of Iran: From the Sasanians for the Abbasids                   | Classical Studies | 1 | AAMW, NELC | N/A | 0   | Y | 100% |
| ANCH616 | Ancient Economies  | Classical Studies | 1 | AAMW, CLST | N/A | 8   | Y | 25%  |
| ANTH004 | The Modern World and Its Cultural Background                                 | Anthropology      | 1 |            | 87  | 100 | Y | 25%  |
| ANTH012 | Globalization and its Historical Significance                                | Anthropology      | 1 | HIST, SOCI | 40  | 56  | Y | 25%  |
| ANTH022 | World Music & Cultures   | Anthropology      | 1 |            | 9   | 54  | N | 25%  |
| ANTH063 | East & West: A Hitchiker's Guide to the Cultural History of the Modern World | Anthropology      | 1 |            | 8   | 23  | N | 50%  |
| ANTH111 | Introduction to Mediterranean Archaeology                                    | Anthropology      | 1 | ARTH, CLST | N/A | 8   | Y | 50%  |
| ANTH121 | Origin and Culture of Clties   | Anthropology      | 1 | NELC       | N/A | 8   | Y | 25%  |
| ANTH189 | Islam and the West   | Anthropology      | 1 | SAST       | N/A | 2   | N | 100% |
| ANTH242 | Music of South and South East Asia   | Anthropology      | 1 |            | N/A | 21  | N | 25%  |
| ANTH248 | Food and Feasting: Archaeology of the Table                                  | Anthropology      | 1 |            | N/A | 3   | Y | 25%  |
| ANTH253 | Violence, Tolerance, and Freedom   | Anthropology      | 1 | RELS       | 12  | 2   | Y | 50%  |
| ANTH258 | Visualizing the Past   | Anthropology      | 1 |            | 9   | 9   | Y | 25%  |
| ANTH273 | Global Health  | Anthropology      | 1 |            | N/A | 7   | Y | 25%  |
| ANTH294 | Global Cities: Urbanization in Most of the World                             | Anthropology      | 1 |            | N/A | 7   | Y | 25%  |
| ANTH311 | Disaster in the Ancient Medieval World                                       | Anthropology      | 1 |            | N/A | 2   | N | 25%  |
| ANTH328 | Performing Culture   | Anthropology      | 1 |            | N/A | 22  | Y | 25%  |
| ANTH337 | Cross Cultural Methods in Health and Public Policy                           | Anthropology      | 1 |            | N/A | 2   | Y | 25%  |
| ANTH342 | Dress & Fashion in Africa  | Anthropology      | 1 | ARTH       | N/A | 2   | Y | 25%  |
| ANTH511 | Ethics, Archaeology, and Cultural Heritage                                   | Anthropology      | 1 |            | 11  | 9   | Y | 25%  |
| ANTH527 | Cultural Heritage and Conflict   | Anthropology      | 1 |            | 9   | 8   | Y | 25%  |
| ANTH587 | Race, Nation, Empire   | Anthropology      | 1 | AFRC, GSWS | N/A | 15  | N | 25%  |
| ANTH589 | Economics of Heritage  | Anthropology      | 1 |            | N/A | N/A | Y | 25%  |
| ANTH592 | Bioarchaeology of the Peoples of the Past                                    | Anthropology      | 1 |            | N/A | 3   | N | 25%  |
| ANTH593 | National and Cultural Heritage of Global Persons                             | Anthropology      | 1 |            | 13  | 7   | Y | 25%  |
| ANTH598 | Economics of Heritage  | Anthropology      | 1 |            | 3   | 9   | Y | 25%  |
| ARAB031 | Elementary Arabic I  | Arabic            | 1 |            | 40  | 50  | Y | 100% |
| ARAB032 | Elementary Arabic II   | Arabic            | 1 |            | 26  | 36  | Y | 100% |
| ARAB033 | Intermediate Arabic I  | Arabic            | 1 |            | 28  | 20  | Y | 100% |
| ARAB034 | Intermediate Arabic II   | Arabic            | 1 |            | 26  | 14  | Y | 100% |
| ARAB035 | Advanced Intermediate Arabic I   | Arabic            | 1 |            | 7   | 15  | Y | 100% |
| ARAB036 | Advanced Intermediate Arabic II  | Arabic            | 1 |            | 7   | 7   | Y | 100% |
| ARAB037 | Advanced Arabic I  | Arabic            | 1 |            | 3   | 2   | Y | 100% |
| ARAB038 | Advanced Arabic II   | Arabic            | 1 |            | N/A | N/A | Y | 100% |
| ARAB039 | Colloquial Arabic  | Arabic            | 1 |            | 7   | 4   | Y | 100% |
| ARAB331 | Advanced Spoken Standard Arabic  | Arabic            | 1 |            | 2   | N/A | Y | 100% |

**APPENDIX A: COURSE LIST**

|         |   |   |   |                     |     |     |   |      |
|---------|---|---|---|---------------------|-----|-----|---|------|
| ARTH010 | Archaeology and Technology  | Art History                             | 1 | NELC                | N/A | 1   | N | 25%  |
| ARTH224 | Art of Mesopotamia  | Art History                             | 1 | AAMW                | N/A | 3   | Y | 100% |
| ARTH227 | Introduction to Mediterranean Archaeology   | Art History                             | 1 | AAMW                | 12  | 23  | N | 50%  |
| ARTH235 | Intro to Visual Cultural Islam in the World   | Art History                             | 1 | AAMW, NELC          | 7   | 11  | Y | 100% |
| ARTH324 | Dress & Fashion in Africa   | Art History                             | 1 | ANTH                | N/A | 1   | N | 25%  |
| ARTH332 | The Icon: From Sinai to Malevich  | Art History                             | 1 |                     | N/A | 2   | Y | 50%  |
| ARTH338 | From Iconoclasm to ISIS: Cultural Cleansing<br>Topic in Ancient Iranian Art: the Archaeology<br>of the Persian Gulf from the Neolithic to the | Art History                             | 1 |                     | N/A | 14  | N | 100% |
| ARTH522 | Romans  | Art History                             | 1 | AAMW                | N/A | 2   | Y | 100% |
| ARTH624 | Art of Mesopotamia  | Art History                             | 1 | AAMW                | N/A | N/A | Y | 100% |
| ARTH635 | Intro to Visual Cultural Islam in the World   | Art History                             | 1 | AAMW, NELC          | 4   | 4   | Y | 100% |
| ARTH711 | South Asian Architecture: Practice and<br>Symbolism   | Art History                             | 1 |                     | N/A | 3   | Y | 25%  |
| ARTH720 | Depictions of Men and Women in Frescoes   | Art History                             | 1 |                     | N/A | 1   | Y | 25%  |
| ARTH726 | Architecture of Greece and Asia Minor   | Art History                             | 1 |                     | N/A | 1   | N | 50%  |
| BEPP203 | Business in Global Political Environments   | Business Economics and<br>Public Policy | 1 |                     | 240 | 205 | Y | 25%  |
| BEPP289 | Nations, Politics, and Markets  | Business Economics and<br>Public Policy | 1 |                     | 23  | 23  | Y | 25%  |
| CIMS036 | The Middle East Through Many Lenses   | Cinema Studies                          | 1 | NELC                | N/A | 2   | Y | 100% |
| CIMS101 | World Film History to 1945  | Cinema Studies                          | 1 |                     | 35  | 45  | Y | 25%  |
| CIMS102 | World Film History 1945-Present   | Cinema Studies                          | 1 |                     | 31  | 37  | Y | 25%  |
| CIMS118 | Iran Cinema: Gender, Politics, and Religion   | Cinema Studies                          | 1 |                     | 11  | 10  | Y | 100% |
| CIMS159 | Founders of Israeli Literature: Image of Haifa<br>and Other Cities  | Cinema Studies                          | 1 |                     | 8   | 8   | Y | 100% |
| CLST111 | Introduction to Mediterranean Archaeology   | Classical Studies                       | 1 | AAMW                | 18  | 24  | Y | 50%  |
| CLST191 | World Literature  | Classical Studies                       | 1 | COML                | N/A | 0   | Y | 25%  |
| CLST202 | Cleopatra   | Classical Studies                       | 1 |                     | N/A | 10  | Y | 50%  |
| CLST227 | Age of Caesar   | Classical Studies                       | 1 |                     | N/A | 6   | Y | 50%  |
| COML001 | The End is Coming: Apocalypse in Film and<br>Lit  | Comparative Literature                  | 1 |                     | 0   | 2   | Y | 25%  |
| COML094 | Intro to Literary Theory: Ideology<br>Universal Language: From the Tower of   | Comparative Literature                  | 1 | ENGL                | 4   | 5   | Y | 25%  |
| COML095 | Babel to Artificial Intelligence  | Comparative Literature                  | 1 | ENGL, HIST          | N/A | 1   | Y | 50%  |
| COML100 | Global Novel  | Comparative Literature                  | 1 |                     | 10  | 6   | Y | 25%  |
| COML101 | Intro to Folklore   | Comparative Literature                  | 1 | NELC, RELS          | 18  | 7   | Y | 25%  |
| COML120 | Iranian Cinema: Gender/Politics/Religion  | Comparative Literature                  | 1 |                     | 3   | 2   | Y | 100% |
| COML125 | Narratives Across Cultures  | Comparative Literature                  | 1 | ENGL, NELC,<br>SAST | 18  | 14  | Y | 25%  |
| COML191 | World Literature  | Comparative Literature                  | 1 | CLST                | 1   | 0   | Y | 25%  |
| COML201 | Transnational Cinema  | Comparative Literature                  | 1 |                     | 2   | 2   | Y | 25%  |

APPENDIX A: COURSE LIST

|         |   |  |   |             |     |     |   |      |
|---------|---|--|---|-------------|-----|-----|---|------|
| COML205 | The Religious Other   | Comparative Literature                 | 1 | JWST, RELS  | N/A | 1   | Y | 50%  |
| COML212 | Modern Middle Eastern Literature in Translation                                   | Comparative Literature                 | 1 | NELC        | 5   | 7   | Y | 100% |
| COML246 | Modern Arabic Literature  | Comparative Literature                 | 1 | NELC        | 7   | 0   | N | 100% |
| COML259 | Jewish Humor  | Comparative Literature                 | 1 | JWST, NELC  | 1   |     | Y | 50%  |
| COML266 | The Hebrew Short Story  | Comparative Literature                 | 1 |             | 16  | 5   | Y | 100% |
| COML277 | Jewish American Literature  | Comparative Literature                 | 1 | GRMN        | N/A | 2   | Y | 25%  |
|         | Modern Hebrew Literature and Culture in Translation: The Founders of Israeli Lit: |  |   | JWST, NELC, |     |     |   |      |
| COML282 | Yehoshua, Oz, Amichai   | Comparative Literature                 | 1 | ENGL        | 7   | 5   | Y | 100% |
| COML322 | Sexuality, Terrorism, and Human Rights  | Comparative Literature                 | 1 | GSWS, SOCI  | 4   | 3   | Y | 50%  |
| COML357 | Myth in Society   | Comparative Literature                 | 1 | NELC        | N/A | 5   | Y | 25%  |
| COML359 | Modern Hebrew Lit: Many Voices of Israel  | Comparative Literature                 | 1 |             | 1   | 0   | Y | 100% |
| ECON050 | International Economics   | Economics                              | 1 |             | 54  | 86  | Y | 25%  |
| ECON252 | International Finance   | Economics                              | 1 |             | 56  | 38  | Y | 25%  |
| EDUC360 | Human Development in Global Perspective   | Education                              | 1 |             | N/A | 5   | Y | 25%  |
| ENGL031 | The Global Renaissance  | English                                | 1 |             | 10  | 9   | Y | 25%  |
|         | Modern Hebrew Literature and Culture in Translation                               |  |   | COML, JWST, |     |     |   |      |
| ENGL079 |   | English                                | 1 | NELC        | 18  | 10  | Y | 100% |
|         |   |  |   | COML, NELC, |     |     |   |      |
| ENGL103 | Narratives Across Cultures  | English                                | 1 | SAST        | 91  | 24  | Y | 25%  |
|         | Universal Language: From the Tower of   |  |   |             |     |     |   |      |
| ENGL219 | Babel to Artificial Intelligence  | English                                | 1 | COML, HIST  | N/A | 0   | Y | 50%  |
| ENGL262 | Modern Islam and Poetry   | English                                | 1 | RELS, SAST  | 14  | 17  | Y | 100% |
| ENGL294 | Global Feminisms  | English                                | 1 |             | 8   | 7   | Y | 25%  |
| ENGL305 | Global Film Theory  | English                                | 1 |             | N/A | 2   | N | 25%  |
| FNCE101 | Monetary Economics and Global Economy   | Finance                                | 1 |             | 567 | 673 | Y | 25%  |
| FNCE208 | International Corporate Finance   | Finance                                | 1 |             | 91  | 39  | Y | 25%  |
| FNCE219 | International Financial Markets   | Finance                                | 1 |             | 24  | 32  | Y | 25%  |
| FNCE220 | International Banking   | Finance                                | 1 |             | 91  | 39  | Y | 25%  |
|         |   | Germanic Languages and                 |   |             |     |     |   |      |
| GRMN263 | Jewish American Literature  | Literature                             | 1 | COML        | N/A | 1   | Y | 50%  |
|         | Women and Religion: Beyond the Virgin   |  |   |             |     |     |   |      |
| GSWS109 | Martyr and the Repentant Harlot   | Gender, Sexuality, and Women's Studies | 1 | RELS        | 14  | 0   | Y | 50%  |
|         |   | Gender, Sexuality, and                 |   |             |     |     |   |      |
| GSWS118 | Iran Cinema: Gender/Politics/Religion   | Women's Studies                        | 1 |             | 3   | 6   | Y | 25%  |
|         |   | Gender, Sexuality, and                 |   |             |     |     |   |      |
| GSWS270 | Folklore and Sexuality  | Women's Studies                        | 1 |             | 7   | 6   | Y | 25%  |
|         |   | Gender, Sexuality, and                 |   |             |     |     |   |      |
| GSWS322 | Sexuality, Terrorism and Human Rights   | Women's Studies                        | 1 | COML, SOCI  | 7   | 12  | N | 50%  |
|         |   | Gender, Sexuality, and                 |   |             |     |     |   |      |
| GSWS587 | Race, Nation, Empire  | Women's Studies                        | 1 | ANTH, AFRC  | N/A | 0   | Y | 25%  |
|         | Conducting Research in Global Women's   |  |   |             |     |     |   |      |
| GSWS830 | Health  | Gender, Sexuality, and Women's Studies | 1 |             | N/A | 0   | Y | 25%  |
|         |   |  |   |             |     |     |   |      |
| HIST012 | Globalization and its Historical Significance                                     | History                                | 1 | ANTH, SOCI  | 21  | 36  | N | 25%  |

APPENDIX A: COURSE LIST

|         |  |                         |   |            |     |     |   |      |
|---------|--|-------------------------|---|------------|-----|-----|---|------|
| HIST023 | Intro to Middle East                         | History                 | 1 |            | 51  | 34  | Y | 100% |
| HIST024 | Intro to the Ancient Near East               | History                 | 1 |            | 19  | 15  | Y | 100% |
|         | Universal Language: From the Tower of        |                         |   |            |     |     |   |      |
| HIST056 | Babel to Artificial Intelligence             | History                 | 1 | COML, ENGL | N/A | 0   | Y | 50%  |
| HIST081 | History of the Middle East Since 1800        | History                 | 1 | NELC       | 52  | 52  | Y | 100% |
| HIST085 | Intro to Modern India                        | History                 | 1 |            | 23  | 17  | Y | 25%  |
|         | From Oil Fields to Soccer Fields: The Middle |                         |   |            |     |     |   |      |
| HIST088 | East in the 20th Century                     | History                 | 1 | NELC       | N/A | 27  | N | 100% |
| HIST106 | Africa in World History                      | History                 | 1 |            | 15  | 15  | Y | 25%  |
| HIST127 | Material Past Dig World                      | History                 | 1 | NELC       | N/A | 1   | Y | 25%  |
| HIST139 | Jews & Judaism in Antiquity                  | History                 | 1 | JWST, NELC | N/A | 0   | Y | 100% |
|         | Civilizations at Odds? The U.S. and the      |                         |   |            |     |     |   |      |
| HIST188 | Middle East                                  | History                 | 1 | NELC       | N/A | 0   | Y | 100% |
|         | Travel, Trade, and War in the Modern         |                         |   |            |     |     |   |      |
| HIST206 | Mediterranean                                | History                 | 1 |            | 20  | 30  | Y | 50%  |
| HIST211 | Jewish History & Memory                      | History                 | 1 | JWST       | 7   | 17  | Y | 50%  |
| HIST216 | Religion and Colonial Rule in Africa         | History                 | 1 |            | 4   | 0   | N | 25%  |
| HIST232 | Iraq and Syria from World War I to ISIS      | History                 | 1 | NELC       | 4   | 10  | Y | 100% |
| HIST275 | Faces of Islam in Africa                     | History                 | 1 | AFRC, AFST | 6   | 4   | Y | 50%  |
| HIST370 | North African History, Culture, and Society  | History                 | 1 |            | N/A | 5   | Y | 100% |
| HIST372 | The History of Foreign Aid in Africa         | History                 | 1 |            | N/A | 8   | Y | 25%  |
|         |  |                         |   |            |     |     |   |      |
| HIST375 | Crossroads of an Empire: The Indian Ocean,   | History                 | 1 |            | N/A | N/A | N | 50%  |
|         | the Persian Gulf, and the Middle East        |                         |   |            |     |     |   |      |
| HIST479 | Muslims, Christians, and Jews                | History                 | 1 | JWST, RELS | N/A | 1   | N | 50%  |
|         |  |                         |   |            |     |     |   |      |
|         | Topics in Middle Eastern History: Consumer   |                         |   |            |     |     |   |      |
| HIST640 | Culture in Middle East and North Africa      | History                 | 1 | NELC       | N/A | N/A | Y | 100% |
| INTR290 | Counterintelligence                          | International Relations | 1 |            | 18  | 19  | Y | 25%  |
| INTR290 | Middle East in Conflict                      | International Relations | 1 |            | 38  | 16  | Y | 100% |
|         | International Organizations, Economics, and  |                         |   |            |     |     |   |      |
| INTS511 | Governance                                   | International Studies   | 1 |            | 16  | 19  | N | 25%  |
| JWST051 | Elementary Modern Hebrew I                   | Jewish Studies          | 1 |            | 4   | 1   | Y | 100% |
| JWST052 | Elementary Modern Hebrew II                  | Jewish Studies          | 1 |            | 0   | 1   | Y | 100% |
| JWST053 | Elementary Modern Hebrew III                 | Jewish Studies          | 1 |            | 0   | 0   |   | 100% |
| JWST053 | Intermediate Biblical Hebrew III             | Jewish Studies          | 1 |            | 0   | 0   | Y | 100% |
| JWST054 | Intermediate Biblical Hebrew IV              | Jewish Studies          | 1 |            | 2   | 0   | Y | 100% |
|         | Conversation & Writing: Food in Israeli      |                         |   |            |     |     |   |      |
| JWST059 | Culture                                      | Jewish Studies          | 1 |            | 2   | 0   | Y | 100% |
| JWST100 | Jewish Political Thought and Action          | Jewish Studies          | 1 |            | 1   | 8   | Y | 50%  |
| JWST102 | Jewish Humor                                 | Jewish Studies          | 1 | COML, NELC | 9   | 9   | Y | 50%  |
| JWST122 | Religions of the West                        | Jewish Studies          | 1 | RELS       | N/A | 10  | Y | 50%  |
| JWST126 | Intro to Jewish Mysticism                    | Jewish Studies          | 1 | NELC, RELS | N/A | 2   | Y | 100% |
| JWST130 | American Jewish Experience                   | Jewish Studies          | 1 |            | N/A | 8   | Y | 25%  |
| JWST131 | How to Read the Bible                        | Jewish Studies          | 1 | RELS       | 5   | 2   | Y | 50%  |
| JWST132 | The History of God                           | Jewish Studies          | 1 | ANCH, RELS | N/A | 1   | N | 50%  |
| JWST136 | Death and the Afterlife                      | Jewish Studies          | 1 |            | 1   | 0   | Y | 25%  |



APPENDIX A: COURSE LIST

|         |  |                                    |   |                  |     |     |   |      |
|---------|--|------------------------------------|---|------------------|-----|-----|---|------|
| JWST151 | Great Books of Judaism: Talmud Perspective and Context                               | Jewish Studies                     | 1 | RELS, NELC       | 7   | N/A | Y | 100% |
| JWST151 | Gender/Family in Talmud  | Jewish Studies                     | 1 |                  | 12  | 12  | Y | 100% |
| JWST154 | The Founders of Israeli Literature: Yehoshua, Oz, Amichai                            | Jewish Studies                     | 1 |                  | 4   | N/A | Y | 100% |
| JWST154 | Modern Hebrew Literature and Culture in Translation: Image of Haifa and Other Cities | Jewish Studies                     | 1 | COML, ENGL, NELC | 7   | 4   | Y | 100% |
| JWST156 | Jews and Judaism in Antiquity  | Jewish Studies                     | 1 | HIST, NELC       | N/A | 0   | Y | 100% |
| JWST171 | Elementary Biblical Hebrew I   | Jewish Studies                     | 1 |                  | 0   | 0   | Y | 100% |
| JWST172 | Elementary Biblical Hebrew II  | Jewish Studies                     | 1 |                  | 1   | 0   | Y | 100% |
| JWST173 | Intermediate Biblical Hebrew I: Intro to Biblical Hebrew Prose                       | Jewish Studies                     | 1 |                  | 0   | 0   | Y | 100% |
| JWST174 | Intermediate Biblical Hebrew II  | Jewish Studies                     | 1 |                  | 0   | 0   | N | 100% |
| JWST201 | Jewish History & Memory  | Jewish Studies                     | 1 | HIST             | N/A | 1   | Y | 50%  |
| JWST213 | The Religious Other  | Jewish Studies                     | 1 | COML, RELS       | N/A | 0   | Y | 50%  |
| JWST259 | Intro to Modern Hebrew Lit: The Hebrew Short Story                                   | Jewish Studies                     | 1 |                  | 2   | 1   | Y | 100% |
| JWST261 | Jewish American Lit  | Jewish Studies                     | 1 |                  | N/A | 2   | Y | 50%  |
| JWST320 | Spirit and Law   | Jewish Studies                     | 1 | NELC, RELS       | N/A | 2   | Y | 50%  |
| JWST335 | Muslims, Christians, and Jews  | Jewish Studies                     | 1 | HIST, RELS       | N/A | 1   | N | 50%  |
| JWST359 | Many Voices of Israel  | Jewish Studies                     | 1 |                  | 1   | 1   | Y | 100% |
| JWST380 | Modern Jewish Intelligence and Cultural History                                      | Jewish Studies                     | 1 | RELS             | N/A | 2   | Y | 50%  |
| JWST410 | The Song of Songs: Ancient, Medieval, and Modern Interpretations                     | Jewish Studies                     | 1 |                  | N/A | 0   | Y | 50%  |
| NELC010 | Archaeology and Technology   | Near Eastern Language and Cultures | 1 | ARTH             | N/A | 4   | Y | 100% |
| NELC031 | History of the Middle East Since 1800  | Near Eastern Language and Cultures | 1 | HIST             | 17  | 20  | Y | 100% |
| NELC036 | The Middle East Through Many Lenses  | Near Eastern Language and Cultures | 1 | CIMS             | 15  | 13  | Y | 100% |
| NELC051 | Jews and Judaism in Antiquity  | Near Eastern Language and Cultures | 1 | HIST, JWST       | N/A | 0   | Y | 100% |
| NELC061 | Literary Legacy of Ancient Egypt   | Near Eastern Language and Cultures | 1 |                  | N/A | 7   | Y | 100% |
| NELC062 | Land of the Pharaohs   | Near Eastern Language and Cultures | 1 |                  | 35  | 89  | Y | 100% |
| NELC068 | Art and Architecture in Ancient Egypt  | Near Eastern Language and Cultures | 1 |                  | N/A | 6   | Y | 100% |
| NELC088 | From Oil Fields to Soccer Fields: The Middle East in the 20th Century                | Near Eastern Language and Cultures | 1 | HIST             | N/A | 7   | N | 100% |
| NELC101 | Introduction to the Ancient Near East  | Near Eastern Language and Cultures | 1 |                  | 4   | 28  | Y | 100% |
| NELC102 | Introduction to the Middle East  | Near Eastern Language and Cultures | 1 |                  | 28  | 58  | Y | 100% |



APPENDIX A: COURSE LIST

|         |  |                                    |   |                  |     |    |   |      |
|---------|--|------------------------------------|---|------------------|-----|----|---|------|
| NELC103 | Origin and Culture of Cities                               | Near Eastern Language and Cultures | 1 | ANTH             | N/A | 25 | Y | 100% |
| NELC106 | Pastoral Nomadism in the Past and Present                  | Near Eastern Language and Cultures | 1 |                  | N/A | 7  | Y | 100% |
| NELC111 | Water in the Middle East Throughout History                | Near Eastern Language and Cultures | 1 |                  | N/A | 3  | Y | 100% |
| NELC118 | Iranian Cinema: Gender, Politics, and Religion             | Near Eastern Language and Cultures | 1 |                  | 7   | 5  | Y | 100% |
| NELC130 | Introduction to the Qur'an                                 | Near Eastern Language and Cultures | 1 |                  | N/A | 6  | Y | 100% |
| NELC145 | Near Eastern Topics  | Near Eastern Language and Cultures | 1 |                  | N/A | 0  | Y | 100% |
| NELC156 | Great Books of Judaism                                     | Near Eastern Language and Cultures | 1 | JWST, RELS       | N/A | 30 | Y | 100% |
| NELC159 | Modern Hebrew Literature and Culture in Translation        | Near Eastern Language and Cultures | 1 | COML, ENGL, JWST | 4   | 8  | Y | 100% |
| NELC180 | Narratives Across Cultures                                 | Near Eastern Language and Cultures | 1 | COML, ENGL, SAST | 1   | 3  | Y | 100% |
| NELC181 | Intro to Folklore  | Near Eastern Language and Cultures | 1 | COML, RELS       | 3   | 4  | N | 100% |
| NELC183 | Food and Fire: Archaeology in the Laboratory               | Near Eastern Language and Cultures | 1 |                  | 2   | 3  | N | 100% |
| NELC186 | Jewish Mysticism   | Near Eastern Language and Cultures | 1 | JWST, RELS       | N/A | 3  | Y | 100% |
| NELC187 | Material Past Dig World                                    | Near Eastern Language and Cultures | 1 | HIST             | N/A | 1  | N | 100% |
| NELC188 | Civilizations at Odds? The U.S. and the Middle East        | Near Eastern Language and Cultures | 1 | HIST             | N/A | 0  | N | 100% |
| NELC201 | Modern Middle Eastern Literature in Translation            | Near Eastern Language and Cultures | 1 | COML             | 8   | 15 | Y | 100% |
| NELC216 | Persian Poetry in Translation                              | Near Eastern Language and Cultures | 1 |                  | 2   | 4  | Y | 100% |
| NELC217 | Literature of Modern Iran                                  | Near Eastern Language and Cultures | 1 |                  | 0   | 3  | N | 100% |
| NELC218 | Media and Culture in Contemporary Iran                     | Near Eastern Language and Cultures | 1 |                  | N/A | 3  | Y | 100% |
| NELC231 | Modern Arabic Literature                                   | Near Eastern Language and Cultures | 1 | COML             | 7   | 2  | Y | 100% |
| NELC235 | Food in the Islamic Middle East: History, Memory, Identity | Near Eastern Language and Cultures | 1 |                  | N/A | 14 | Y | 100% |
| NELC241 | Iraq: Ancient Cities and Empires                           | Near Eastern Language and Cultures | 1 |                  | N/A | 3  | Y | 100% |
| NELC244 | Reading Ancient Mesopotamia                                | Near Eastern Language and Cultures | 1 |                  | N/A | 10 | Y | 100% |
| NELC249 | Myth in Society  | Near Eastern Language and Cultures | 1 | COML             | N/A | 19 | Y | 100% |

APPENDIX A: COURSE LIST

|         |   |                                    |   |            |     |            |   |      |
|---------|---|------------------------------------|---|------------|-----|------------|---|------|
| NELC252 | Iberian Conversos: Jew-Christian?   | Near Eastern Language and Cultures | 1 |            | 1   | 10         | Y | 100% |
| NELC254 | Jewish Humor  | Near Eastern Language and Cultures | 1 | COML, JWST | N/A | 19         | Y | 100% |
| NELC282 | Iraq and Syria from World War I to ISIS   | Near Eastern Language and Cultures | 1 | HIST       | 0   | 2          | N | 100% |
| NELC284 | Material World in Archaeological Science  | Near Eastern Language and Cultures | 1 |            | 1   | 0          | N | 100% |
| NELC285 | Intro to Visual Cultural Islam in the World                                     | Near Eastern Language and Cultures | 1 | AAMW, ARTH | 0   | 0          | Y | 100% |
| NELC332 | North Africa: History, Culture, Society   | Near Eastern Language and Cultures | 1 |            | N/A | 8          | Y | 100% |
| NELC335 | Muslims, Christians, and Jews: Historical Perspectives                          | Near Eastern Language and Cultures | 1 |            | N/A | 15         | N | 100% |
| NELC339 | Descent to the Underworld in Ancient Near-Eastern and Western Literature        | Near Eastern Language and Cultures | 1 |            | N/A | 1          | Y | 100% |
| NELC381 | Crosroads of an Empire: The Indian Ocean, the Persian Gulf, and the Middle East | Near Eastern Language and Cultures | 1 |            | N/A | 0          | N | 100% |
| NELC401 | Beginning Hindi-Urd Part I  | Near Eastern Language and Cultures | 1 |            | 0   | 0          | Y | 100% |
| NELC402 | Beginning Hindi-Urdu Part II  | Near Eastern Language and Cultures | 1 |            | 0   | 0          | Y | 100% |
| NELC454 | Spirit and Law  | Near Eastern Language and Cultures | 1 | JWST, RELS | N/A | 5          | Y | 100% |
| NELC467 | The History of Egypt: New Kingdom   | Near Eastern Language and Cultures | 1 |            | N/A | 0          | Y | 100% |
| NELC469 | The Archaeology of Nubia  | Near Eastern Language and Cultures | 1 |            | N/A | 2          | Y | 100% |
| NELC585 | Archaeology of East Asia  | Near Eastern Language and Cultures | 1 |            | N/A | 0          | N | 100% |
| NELC617 | Topics in the Art of Iran   | Near Eastern Language and Cultures | 1 |            | N/A | 0          | Y | 100% |
| NELC633 | Seminar in Selected Topics in Arabic Literature                                 | Near Eastern Language and Cultures | 1 |            | 4   | 4          | Y | 100% |
| NELC638 | Approaches to Islamic Law   | Near Eastern Language and Cultures | 1 | RELS       | N/A | 8          | Y | 100% |
| NELC010 | Archaeology and Technology  | Near Eastern Language and Cultures | 1 | ARTH       | N/A | -0.5294118 | Y | 100% |
| PERS011 | Elementary Persian I  | Persian                            | 1 |            | 4   | 5          | Y | 100% |
| PERS012 | Elementary Persian II   | Persian                            | 1 |            | 3   | 5          | Y | 100% |
| PERS013 | Intermediate Persian I  | Persian                            | 1 |            | 6   | 2          | Y | 100% |
| PERS014 | Intermediate Persian II   | Persian                            | 1 |            | 4   | 2          | Y | 100% |
| PERS015 | Advanced Persian I  | Persian                            | 1 |            | N/A | 2          | Y | 100% |
| PERS016 | Advanced Persian II   | Persian                            | 1 |            | N/A | 1          | Y | 100% |
| PERS017 | Persian for Heritage Speakers I   | Persian                            | 1 |            | 5   | 2          | Y | 100% |
| PERS018 | Advanced Persian in the Media   | Persian                            | 1 |            | N/A | 1          | Y | 100% |

APPENDIX A: COURSE LIST

|         |  |                   |   |            |     |     |   |      |
|---------|--|-------------------|---|------------|-----|-----|---|------|
| PERS019 | Persian for Heritage Speakers II   | Persian           | 1 |            | 2   | N/A | Y | 100% |
| PSCI110 | Comparative Politics   | Political Science | 1 |            | 96  | 98  | Y | 25%  |
| PSCI131 | American Foreign Policy  | Political Science | 1 |            | 141 | 145 | Y | 25%  |
| PSCI150 | Introduction to International Relations  | Political Science | 1 |            | 219 | 22  | Y | 25%  |
| PSCI151 | International Security   | Political Science | 1 |            | 82  | 85  | Y | 25%  |
| PSCI152 | International Political Economy  | Political Science | 1 |            | 98  | 85  | N | 25%  |
| PSCI210 | Contemporary African Politics  | Political Science | 1 |            | 28  | 22  | Y | 25%  |
| PSCI226 | Ethnic Conflict  | Political Science | 1 |            | 28  | 22  | N | 25%  |
| PSCI258 | Human Rights   | Political Science | 1 |            | 98  | 83  | Y | 25%  |
| PSCI260 | Ethics and International Relations   | Political Science | 1 |            | N/A | 79  | Y | 25%  |
| PSCI298 | Comparative Politics in the 21st Century:<br>Globalization, Regime Change, and Inclusion | Political Science | 1 |            | 259 | 98  | Y | 25%  |
| PSCI398 | International Cooperation in the 21st Century  | Political Science | 1 |            | 141 | 93  | Y | 25%  |
| PSCI558 | Global Human Rights  | Political Science | 1 |            | 16  | 16  | Y | 25%  |
| PSCI598 | Political Groups and Identities  | Political Science | 1 |            | 35  | 5   | Y | 25%  |
| RELS002 | Religions of the West  | Religious Studies | 1 | NELC       | N/A | 18  | Y | 50%  |
|         | Women and Religion: Beyond the Virgin  |                   |   |            |     |     |   |      |
| RELS005 | Martyr and the Repentant Harlot  | Religious Studies | 1 | GSWS       | 10  | 24  | Y | 50%  |
| RELS008 | Religion and Sports  | Religious Studies | 1 |            | N/A | 25  | N | 50%  |
| RELS011 | Science and Religion   | Religious Studies | 1 |            | N/A | 13  | N | 50%  |
| RELS016 | Religious Sacrifice  | Religious Studies | 1 |            | 24  | 23  | N | 25%  |
| RELS027 | Great Books of Judaism   | Religious Studies | 1 | JWST, NELC | 3   | 5   | Y | 100% |
| RELS027 | Gender/Family in Talmud  | Religious Studies | 1 |            | 4   | N/A | N | 100% |
| RELS101 | Religion and Evolution   | Religious Studies | 1 |            | N/A | 4   | Y | 25%  |
| RELS108 | Introduction to Folklore   | Religious Studies | 1 | COML, NELC | 1   | 2   | Y | 25%  |
| RELS111 | God and Money  | Religious Studies | 1 |            | N/A | 10  | Y | 50%  |
| RELS126 | Intro to Jewish Mysticism  | Religious Studies | 1 | JWST, NELC | N/A | 0   | Y | 100% |
| RELS129 | Jewish Political Thought   | Religious Studies | 1 |            | 0   | 1   | Y | 100% |
| RELS130 | How to Read the Bible  | Religious Studies | 1 | JWST       | 15  | 14  | Y | 100% |
| RELS132 | The History of God   | Religious Studies | 1 |            | N/A | 15  | Y | 50%  |
| RELS135 | Intro to New Testament   | Religious Studies | 1 |            | 43  | 28  | Y | 100% |
| RELS140 | Intro to the Qur'an  | Religious Studies | 1 |            | N/A | 8   | N | 100% |
| RELS146 | Islam in the Modern World  | Religious Studies | 1 |            | N/A | 16  | N | 100% |
| RELS147 | Modern Islam and Poetry  | Religious Studies | 1 | ENGL, SAST | N/A | N/A | N | 100% |
| RELS164 | History, Culture, and Religion in Early India  | Religious Studies | 1 |            | 8   | 3   | Y | 25%  |
| RELS203 | The Religious Other  | Religious Studies | 1 | COML, JWST | N/A | 2   | Y | 50%  |
| RELS211 | Religion and Ecology   | Religious Studies | 1 |            | N/A | 1   | Y | 25%  |
|         | Sufis and Gods, Temples and Shrines of   |                   |   |            |     |     |   |      |
| RELS217 | South East Asia  | Religious Studies | 1 | SAST       | N/A | 0   | N | 50%  |
| RELS239 | Death, Disease, and Demons   | Religious Studies | 1 |            | N/A | 6   | Y | 25%  |
| RELS254 | Violence, Tolerance, and Freedom   | Religious Studies | 1 | ANTH       | N/A | 7   | Y | 50%  |
| RELS255 | Media and Religion   | Religious Studies | 1 | SAST       | 2   | 2   | N | 25%  |
| RELS311 | Muslims, Christians, and Jews  | Religious Studies | 1 | HIST, JWST | N/A | 3   | Y | 50%  |
|         | Muslims, Christians, and Jews: History and   |                   |   |            |     |     |   |      |
| RELS312 | Memory in Spain  | Religious Studies | 1 |            | N/A | 13  | N | 50%  |

APPENDIX A: COURSE LIST

|         |   |                     |   |                  |     |     |   |      |
|---------|---|---------------------|---|------------------|-----|-----|---|------|
| RELS320 | Modern Jewish Intelligence and Cultural History           | Religious Studies   | 1 | JWST             | N/A | 2   | Y | 50%  |
| RELS321 | Spirit and Law  | Religious Studies   | 1 | NELC, JWST       | N/A | 0   | N | 25%  |
| RELS334 | Topics in Byzantine Art: The Icon: From Sinai to Malevich | Religious Studies   | 1 |                  | N/A | N/A | N | 50%  |
| RELS439 | Religion, Social Justice and Urban Development            | Religious Studies   | 1 |                  | 3   | 5   | Y | 25%  |
| RELS445 | Sufism  | Religious Studies   | 1 | SAST             | N/A | 0   | N | 50%  |
| RELS500 | Theory and Method in the Study of Religion                | Religious Studies   | 1 |                  | N/A | 6   | N | 50%  |
| RELS501 | Religions of the Africana Diaspora                        | Religious Studies   | 1 |                  | N/A | 0   | Y | 25%  |
| RELS541 | Religion and Visual Image: Seeing is Believing            | Religious Studies   | 1 | SAST             | N/A | 0   | Y | 25%  |
| RELS620 | Godliness, Miracles, Madness                              | Religious Studies   | 1 |                  | N/A | 1   | Y | 50%  |
| RELS648 | Approaches to Islamic Law                                 | Religious Studies   | 1 | NELC             | N/A | 2   | N | 100% |
| RELS745 | Visual Cultures in Islam                                  | Religious Studies   | 1 |                  | N/A | N/A | Y | 100% |
| SAST008 | India: Culture and Society                                | South Asian Studies | 1 |                  | 25  | 17  | Y | 25%  |
| SAST104 | Beginning Tabla I   | South Asian Studies | 1 |                  | 9   | 10  | Y | 50%  |
| SAST124 | Narratives Across Cultures                                | South Asian Studies | 1 | COML, ENGL, SAST | 2   | 0   | Y | 25%  |
| SAST144 | Modern Islam and Poetry                                   | South Asian Studies | 1 | ENGL, RELS       | N/A | 4   | Y | 100% |
| SAST146 | Islam in Modern World                                     | South Asian Studies | 1 |                  | N/A | 7   | Y | 100% |
| SAST180 | Islam and the West  | South Asian Studies | 1 | ANTH             | N/A | 2   | N | 100% |
| SAST217 | Sufis and Gods, Temples and Shrines of South East Asia    | South Asian Studies | 1 | RELS             | 16  | 29  | Y | 50%  |
| SAST255 | Media and Religion  | South Asian Studies | 1 | RELS             | N/A | 3   | N | 25%  |
| SAST541 | Religion and Visual Image: Seeing is Believing            | South Asian Studies | 1 | NELC             | N/A | 1   | Y | 25%  |
| SAST543 | Critical Approaches to Religious Studies                  | South Asian Studies | 1 |                  | N/A | 0   | N | 25%  |
| SAST549 | Sufism  | South Asian Studies | 1 | RELS             | N/A | 1   | N | 50%  |
| SOCI006 | Race and Ethnic Relations                                 | Sociology           | 1 |                  | 35  | 12  | Y | 25%  |
| SOCI012 | Globalization and its Historical Significance             | Sociology           | 1 | ANTH, HIST       | 62  | 60  | Y | 25%  |
| SOCI041 | Sociology of Religion                                     | Sociology           | 1 |                  | 76  | 65  | Y | 25%  |
| SOCI135 | Law and Society   | Sociology           | 1 |                  | 92  | 54  | Y | 25%  |
| SOCI235 | Law and Social Change                                     | Sociology           | 1 | AFRC             | 39  | 15  | Y | 25%  |
| SOCI270 | The Immigrant City  | Sociology           | 1 |                  | 4   | 5   | Y | 25%  |
| SOCI322 | Sexuality, Terrorism and Human Rights                     | Sociology           | 1 | COML, GSWS       | 9   | 9   | N | 50%  |
| TURK021 | Elementary Turkish I                                      | Turkish             | 1 |                  | 1   | 3   | Y | 100% |
| TURK022 | Elementary Turkish II                                     | Turkish             | 1 |                  | 1   | 2   | Y | 100% |
| TURK023 | Intermediate Turkish I                                    | Turkish             | 1 |                  | 2   | 1   | Y | 100% |
| TURK024 | Intermediate Turkish II                                   | Turkish             | 1 |                  | 1   | 3   | Y | 100% |
| TURK121 | Advanced Turkish Culture and Media                        | Turkish             | 1 |                  | 0   | 0   | Y | 100% |
| TURK228 | Structure of Turkish                                      | Turkish             | 1 |                  | N/A | 0   | Y | 100% |
| URBS405 | Religion, Social Justice, and Urban Development           | Urban Studies       | 1 |                  | 13  | 18  | Y | 25%  |
| URBS546 | Global Citizenship  | Urban Studies       | 1 |                  | N/A | 4   | N | 25%  |

# APPENDIX A: COURSE LIST

|         |  |                     |   |     |    |   |     |
|---------|--|---------------------|---|-----|----|---|-----|
| URDU452 | Urdu Poetry in Translation: Poetry of Resistance, I Am Truth- Anul Haq | South Asian Studies | 1 | 9   | 11 | Y | 50% |
| URDU462 | Literature in Translation: Sufism and Resistance                       | South Asian Studies | 1 | 10  | 9  | Y | 50% |
| WRIT068 | Mummies, Pyramids & Pharaohs: Egypt in Popular Culture                 | Writing Seminar     | 1 | N/A | 16 | Y | 50% |

## APPENDIX B: Faculty and Staff Biographical Information

The following is a comprehensive listing of faculty and staff affiliated with the Middle East Center. This listing indicates rank and tenure status (NH = new hire since 2014, \* = tenured since 2014, T = tenured, TE = tenure-eligible, and NT = not tenured or tenure-eligible, # = funded by Title VI), as well as the percentage of research time devoted to the Middle East. This listing includes academic departments by schools, as well as a number of interdisciplinary programs and institutes.

| <b>I. School of Arts and Sciences</b>  |    |
|--|----|
| <b>Near Eastern Languages and Civilizations</b>  |    |
| Almallah, Ahmad; Lecturer, Arabic Program Coordinator (NH/NT, 100%)  | 5  |
| Ben-Amos, Dan; Professor (T, 50%)  | 7  |
| Benatov, Joseph; Lecturer (NH/NT, 90%)   | 7  |
| Bergman, Ari; Visiting Lecturer (NT, 100%)   | 8  |
| Carasik, Michael; Adjunct Assistant Professor (NT, 100%)   | 9  |
| Cobb, Paul; Professor, Graduate Group Chair (T, 100%)  | 9  |
| Cranz, Isabel; Assistant Professor (NH, 100%)  | 10 |
| Engel, Ronit; Coordinator, Senior Lecturer in Foreign Languages (NT, 100%)   | 11 |
| #Entezari, Mahyar ; Lecturer, Persian Language Coordinator (NT, 100%)  | 12 |
| Fakhreddine, Huda ; Assistant Professor (NH, 100%)   | 12 |
| Foda, Omar ; Visiting Professor (NH/NT, 100%)  | 13 |
| Frame, Grant; Associate Professor, Director of Center for Ancient Studies (T, 100%)  | 15 |
| *Gold, Nili; Associate Professor (T, 90%)  | 17 |
| #Hatiboglu, Feride; Coordinator, Lecturer in Foreign Languages (NT, 90%)   | 18 |
| Hammer, Emily; Assistant Professor, (NH, 100%)   | 19 |
| Harris, Nicholas; Lecturer (NH/NT, 100%)   | 19 |
| Lowry, Joseph; Associate Professor (T, 100%)   | 25 |
| Miari, Ibrahim; Lecturer (NT, 100%)  | 27 |
| Rushdie, Emad; Lecturer, Language Coordinator (NT, 100%)   | 34 |
| Shams, Fatemeh; Assistant Professor, (NH/NT, 100%)   | 36 |
| *Sharkey, Heather; Professor (T, 100%)   | 36 |
| Silverman, David; Eckley Brinton Coxe, Jr. Professor of Egyptology, Curator of Penn Museum (T, 100%)   | 37 |
| Sryfi, Mbarek; Lecturer (NT, 100%)   | 38 |
| Tinney, Stephen; Clark Research Associate Professor of Assyriology; Associate Curator, Penn Museum; Director, Pennsylvania Sumerian Dictionary Project (T, 100%) | 39 |
| Wegner, Josef; Associate Professor (T, 100%)   | 42 |
| Zettler, Richard; Associate Professor, Associate Curator (T, 100%)   | 42 |

|  |    |
|--|----|
| <b>African Studies</b>   |    |
| Ali-Dinar, Ali; Senior Lecturer; Associate Director of African Studies Center (25%)  | 4  |
| <b>Anthropology</b>  |    |
| Leventhal, Richard; Professor, Curator, Executive Director of the Penn Cultural Heritage Center (T, 20%)   | 25 |
| Miller, Naomi; Consulting Scholar, University of Pennsylvania Museum (75%)   | 27 |
| Olszewski, Deborah; Adjunct Professor, Anthropology (50%)  | 29 |
| Ristvet, Lauren; Associate Professor, Graduate Chair (100%)  | 32 |
| Schurr, Theodore; Professor, Anthropology; Graduate Group Chair; (T, 25%)  | 35 |
| Spooner, Brian; Professor (T, 100%)  | 37 |
| White, Chantel E.; Archaeobotanical Teaching Specialist, Anthropology; (NT, 100%)  | 42 |
| <b>Art History</b>   |    |
| Holod, Renata; College for Women Class of 1963 Term Professor in the Humanities, Curator (T, 90%)  | 21 |
| Ousterhout, Robert G.; Professor Emeritus (60%)  | 30 |
| Pittman, Holly; Bok Family Professor in the Humanities (T, 100%)   | 31 |
| Redrobe, Karen; Elliot and Roslyn Jaffe Endowed Professor, Art History; Director of Wolf Humanities Center (T, 25%)                              | 32 |
| <b>Asian American Studies</b>  |    |
| Khan, Fariha; Associate Director (NH/NT, 30%)  | 24 |
| <b>Classical Studies</b>   |    |
| Rose, C. Brian; James B. Pritchard Professor of Archaeology; Curator, University of Pennsylvania Museum of Archaeology and Anthropology (T, 50%) | 33 |
| Rosen, Ralph; Vartan Gregorian Professor of the Humanities; Associate Dean, School of Arts and Sciences; Undergrad Chair (T, 10%)                | 33 |
| <b>Economics</b>   |    |
| Ozmucur, Suleyman; Visiting Professor (NT, 25%)  | 30 |
| <b>English</b>   |    |
| Kaplan, Amy; Edward W. Kane Professor (T, 30%)   | 22 |
| Kazanjan, David; Professor (T, 25%)  | 23 |
| <b>History</b>   |    |
| Babou, Cheikh Anta; Associate Professor (T, 25%)   | 6  |
| Cassanelli, Lee; Associate Professor (T, 25%)  | 9  |
| Holquist, Peter; Ronald S. Lauder Endowed Term Associate Professor, Graduate Chair (T, 20%)  | 21 |

|   |    |
|---|----|
| Kashani-Sabet, Firoozeh; Walter H. Annenberg Professor; Director, Middle East Center (T, 100%)                                    | 22 |
| Ruderman, David; Joseph Meyerhoff Professor of Modern Jewish History (T, 100%)  | 34 |
| Troutt Powell, Eve; Christopher H. Browne Distinguished Professor; SAS Associate Dean for Graduate Studies (T, 100%)              | 39 |
| <b>History of Sociology and Science</b>   |    |
| Küçük, Harun; Assistant Professor (NH/TE, 100%)   | 20 |
| <b>Political Science</b>  |    |
| Harrold, Deborah; Senior Lecturer (NH/NT, 75%)  | 20 |
| Lustick, Ian; Bess W. Heyman Endowed Chair (T, 75%)   | 26 |
| Norton, Anne; Professor (T, 50%)  | 28 |
| O'Leary, Brendan; Lauder Professor of Political Science; Director, University of Pennsylvania Program in Ethnic Conflict (T, 35%) | 28 |
| Vitalis, Robert; Professor (T, 60%)   | 40 |
| <b>Religious Studies</b>  |    |
| Elias, Jamal; Walter H. Annenberg Professor, Department Chair (T, 75%)  | 11 |
| Fishman, Talya; Associate Professor (T, 100%)   | 14 |
| <b>Romance Languages</b>  |    |
| Daisy Braverman; Lecturer (NT, 50%)   | 8  |
| <b>Sociology</b>  |    |
| Fetni, Hocine; Adjunct Assistant Professor; Assistant Dean for Academic Advising, School of Arts and Sciences (NT, 100%)          | 12 |
| Guillot, Michel; Professor (T, 35%)   | 17 |
| <b>South Asian Studies</b>  |    |
| Sevea, Teren ; Assistant Professor; Undergraduate Chair (NH/TE, 50%)  | 35 |
| <b>II. Annenberg School for Communication</b>   |    |
| Kraidy, Marwan; Professor, Anthony Shadid Chair in Global Media, Politics & Culture (T, 100%)                                     | 24 |
| Price, Monroe; Adjunct Full Professor; Director, Center for Global Communication Studies (T, 35%)                                 | 31 |
| <b>III. Graduate School of Education</b>  |    |
| Ghaffar-Kucher, Ameena, Senior Lecturer; Associate Director, International Educational Development Program (NT, 25%)              | 15 |
| Wagner, Daniel; Professor, UNESCO Chair in Learning and Literacy (T, 75%)   | 41 |



|   |    |
|---|----|
| <b>IV. Wharton School</b>   |    |
| <b>Finance</b>  |    |
| Gultekin, Bülent; Associate Professor (T, 100%)                                     | 18 |
| McMillen, Michael; Adjunct Professor of Law (NT, 100%)                              | 26 |
| <b>V. Libraries and Collections</b>   |    |
| <b>Van Pelt Library</b>   |    |
| Collaço, Gwendolyn; Middle East Librarian (NH/NT, 100%)                             | 10 |
| <b>VI. Middle East Center</b>   |    |
| Bakri, Ibrahim; Undergraduate Student Assistant, Middle East Center (100%)          | 7  |
| Figueroa, William; Graduate Student Assistant, Middle East Center (50%)             | 14 |
| Ghazvinian, John; Associate Director, Middle East Center (100%)                     | 16 |
| Kashani-Sabet, Firoozeh; Associate Professor; Director, Middle East Center (T,100%) | 22 |
| Viden, Anna; Administrative Coordinator, Middle East Center (100%)                  | 40 |

**Key for Languages: 4 – fluent (all 4 skills); 3 – high intermediate (all 4 skills); 2 – intermediate (reading ability high); 1 – elementary (basic survival skills)**

**Name:** ALI-DINAR, ALI; Lecturer, African Studies; Associate Director, African Studies Center; 25%

**Education:** B.A., University of Khartoum (1981); M.A., Institute of African and Asian Studies (1986); Ph.D., University of Pennsylvania (1995).

**Languages:** Swahili (4).

**Courses:** Swahili Language and Culture; Dress and Material Culture; The Darfur Conflict; Sudan: Conflicts and Civil Wars; Reading Historical Arabic Manuscripts

**Overseas Research Experience:** The Sudan.

**Recent Publications** "Debating Their Justification: The Annexation of Darfur by the Anglo-Egyptian Expedition in 1916" (African Studies Association Conference, Chicago, IL, 2017), "WWI and the Annexation of Darfur by the Condominium Forces" (Sudan Studies Association Conference, Brooklyn, NY, 2017), "Between Sultan Ali Dinar of Darfur and Slatin Pasha of the Anglo-Egyptian Sudan, 1900-1916" (African Studies Association Conference, Washington, DC, 2016), "The Competition over Endowments in Saudi Arabia between the Government of Sudan and the People of Darfur" (Sudan Studies Association Conference, New York, NY, 2016), "Demarcating and Negotiating Colonial and local Boundaries of Darfur (Sudan), 1785-1924" (The Tenth Annual Greater New York Area African History Workshop at Drexel University, 2016) " *Sent into Exile: Identity Re/formation of Sultan Ali Dinar of Darfur, 1894-1916*" (African Studies Association Conference, Philadelphia, PA, 2014), "Historical Perspective on Darfur Geopolitical Status in the Context of Modern Sudan" in *Darfur Political Economy: A Quest for Development*, Hamid Eltgani Ali (ed), (2014).

**Representative Awards and Distinctions:** Islam and Muslims in World Contexts Grant, "Building Muslim Spaces in a secular Society" (2009-10); President: Sudan Studies Association (2005-2007); President-Elect: Sudan Studies Association (2002-2005); Chair: Outreach Council, African Studies Association (2003-2006); Editor: Sudan Studies Newsletter (1998 – 2002).

**Research Interests:** Darfur; Media and Spreading Knowledge of Darfur.

**Name:** ALMALLAH, AHMAD; Lecturer, Near Eastern Languages and Civilizations; Arabic Language Coordinator; 100%

**Education:** B.A, Manhattan College (2004), M.A, Indiana University Bloomington (2007), Ph.D, Indiana University Bloomington (2013), MFA, Hunter College NYC (2018)

**Languages:** Arabic (4), Persian (3), German (2)

**Courses:** Selected Topics in Arabic Literature/Erotic Poetry in the Arabic Tradition; Readings in the Qurān and Tafṣīr; Introduction to World Literature; Palestine and its Diaspora through Film and Literature; The Arabic Novel in Translation; Arabic Literature from Classical to Modern; Multimedia Arabic; Advanced Arabic III, IV; Intermediate Arabic I, II; Elementary Arabic I, II

**Recent Publications:** "Citizenship Interview" in SAND Journal (2018); "Bookcase" in Apiary (2018); "The Bookcase" and "Black Design" in Supplement ("Poems Read in Philadelphia" Issue, 2017); "On the Way Between" and "Recourse" in Jacket2 with a review of the poems titled "Ahmad Almallah: Finding the way between" by the Director of the Kelly Writer's House at UPenn, Al Filreis (2017); "Black Design" in Track//Four (2017); "Abandon" in All Roads Will Lead You Home/Virtual Artists Collective (2017); "Mother's Voice on the Phone" and "When Will Meredith Speak" in Manhattan Magazine; "States of Being in Holy Lands" in the anthology Making Mirrors: Writing by Refugees

(forthcoming from Interlink); “Modern Rewritings of the Poet Bahshsār ibn Burd” (forthcoming in MEL); “Parody and the Creation of the Arabic Ghazal,” (forthcoming in JAL); “Poetry in the Arabic Language Classroom: A Comparative Approach,” with Huda Fakhreddine, *Journal of South East Asian Language Teaching* (2007)

**Representative Awards and Distinctions:** Blanche Colton Williams Fellowship (2017); The Mellon Post-Doctoral Fellowship (2014-2016); The Mellon Grant (2012); Best Associate Instructor of Arabic Award, Indiana University Bloomington (2008)

**Research Interests:** Arabic Language, Arabic Literature, Poetry, Arabic Pedagogy

|   |
|---|
| <b>Name:</b> ASSEFI-SHIRAZI, TAJMAH; Lecturer, Penn Language Center; 100% |
|---|

**Education:** B.A., Tehran University (1959); M.A., National University in Tehran (1976); Ph.D., Tehran University (1990).

**Languages:** Arabic (2), French (3), Persian (4).

**Courses:** Advanced Persian; Intermediate Persian; Persian for Heritage Speakers.

**Overseas Research Experience:** Iran.

**Language Pedagogy Experience:** OPI proctor certified, Founding member of The Council for the Promotion of Persian Language and Literature in North America.

**Recent Publications:** “Modern Fiction in Iran in the post-revolutionary period: A Comparative Perspective” (Forthcoming), “‘Omdat- ol- kotrab’”, a 10<sup>th</sup> century Arabic manuscript by Abu- Jafar Nahhas” co-edited with Dr. A. Mahdavi Damghani. (Forthcoming). *Aseman va Khak, : Theology In Persian Poetry* (Tehran: University Press 1997 )

**Representative Awards and Distinctions:** Founding member, Council for the Promotion of Persian Language and Literature in North America (1996); Head of Department of Persian Language and Literature Ministry of Education, Tehran (1980-85).

**Research Interests:** Sufi Poetry (Sanai Attar and Rumi); Persian Modern Fiction.

|  |
|--|
| <b>Name:</b> BABOU, CHEIKH ANTA; Associate Professor, History; 25% |
|--|

**Education:** M.A. University Cheikh Anta Diop of Dakar (1991); Ph. D. Michigan State University (2002).

**Languages:** Arabic (4), French (4), Wolof (4).

**Courses:** Africa before 1800; Decolonization and Africa; Religion and Colonial Rule in Africa; Islam and America; Immigrants and Refugees in African History, Religious Encounters in Africa, African Immigrant Lives in West Philadelphia

**Overseas Research Experience:** France, Senegal.

**Recent Publications:** ‘Negotiating the Boundaries of Power: Abdoulaye Wade, the Muridiyya and State Politics in Senegal, 2000-2012’, *Journal of West African History*, vol. 2 no.1 (Spring 2016), 165-189; ‘Sufi Eschatology and Hagiography as Responses to Colonial Repression: an Examination of the Meanings of Amadu Bamba’s Trial and Exiles by the French colonial Administration of Senegal 1895-1907.’ In Abdoulmajib Hannoum ed., *Practicing Sufism: Sufi Politics and Performance in Africa* (Routledge, 2016), 57-73; ‘The al-Azhar School Network: a Murid Experiment in Islamic Modernism.’ In Robert Launay, ed., *Islamic Education in Africa: Writing Boards and Blackboards* (Indiana U. Press, 2016.), *Making Muslim Place in “Secular Land”: West African Muslim immigrants*

in Europe and North America, (Forthcoming, 2018-19), *A Reformer Among the Murids : Caliph Abdoul Ahad and the Transformation of the Muridiyya of Senegal, (1969-1989)*, (Forthcoming, 2019-20). 'Globalizing West African Islam: West African Sufi Masters in North America' (in *Global Africa* eds., Dorothy Hodgson and Judith Byfield (forthcoming, University of California Press).

**Research Interests:** The history of Islam in Africa and 19th century West African history; Islamic education; French colonialism in Africa; religion and colonial rule; 20th century Senegalese migration to Europe and North America; migration, memory, social capital, social networks, and the creation of sacred space in urban Settings.

**Name:** BAKRI, IBRAHIM; Undergraduate Student Assistant, Middle East Center (100%)

**Education:** B.A., University of Pennsylvania (expected 2018).

**Languages:** Arabic (4).

**Work Experience:** Lauder Institute Think Tanks and Civil Societies Program – MENA Research and Database Project Lead (2017-Present); Penn Student Agencies, Customer Operations Manager (2015-present); Foreign Policy Research Institute, Research Intern (2016).

**Name:** BEN-AMOS, DAN; Professor, Near Eastern Languages and Civilizations; 50%

**Education:** B.A., Hebrew University (1961); M.A. and Ph.D., Indiana University (1964, 1967).

**Languages:** French (2), German (3), Hebrew (4).

**Courses:** Themes in Jewish Tradition; Jewish Humor; Jewish Folklore; Folklore in the Hebrew Bible; Proverb, Riddle and Speech Metaphor; Theories of Myth; Prose Narrative.

**Overseas Research Experience:** Israel, Nigeria.

**Recent Publications:** "The Brothers Grimm: Then and Now" (83-121). In *The Tale from the Brothers Grimm to Our times: Diffusion and Study*. Eds. M.G. Meraklis, G. (2017); "From Eden to Ednah---Lilith in the Garden." *Biblical Archaeology Review* 42(3)(2016) 54-58 (2015) Guest Editor, [Special Issue in Honor of Roger D. Abrahams] *Western Folklore* 75, nos. 3-4:257-475 (2016); "The Os Baculum." *Biblical Archaeological Review*, vol. 41, no.1 72-73 (2015); "Notes Toward A History of Folklore in America." *The Folklore Historian* 31, 43-64 (2015); "A Definition of Folklore: A Personal Narrative." *Estudis de Literatura Oral Popular/Studies in Oral Folk Literature* 3:9-28 (2014); "Dov Noy (1920-2013)." *Journal of American Folklore* 127 (2014); *Folktales of the Jews. Volume 3: Tales from Arab Lands*. With Dov Noy and Lenn Schramm. Philadelphia: The Jewish Publication Society (2011); *Folktales of the Jews, Vol. 2: Tales from Eastern Europe*. With Dov Noy and Lenn Schramm. Philadelphia: The Jewish Publication Society (2007); *Folktales of the Jews, Vol. 1: Tales from the Sephardic Dispersion*. With Dov Noy, Ellen Frankel, and Lenn Schramm. Philadelphia: The Jewish Publication Society (2006).

**Representative Awards and Distinctions:** American Folklore Society "Lifetime Scholarly Achievement Award (2014); Folklore Fellows International of the Finnish Academy of Science and Letters (1990); University of Pennsylvania Research Foundation (1989); American Council of Learned Societies grant (1984, 1978); National Endowment for the Humanities Fellowship (1980-81); John Simon Guggenheim Fellowship (1975); Smithsonian Research Foundation grant (1973).

**Research Interests:** Jewish Folklore; African Folklore; Prose Narrative; Proverbs; Theories of Myth.

**Name:** BENATOV, JOSEPH; Lecturer, Near Eastern Languages and Civilizations; 90%

**Education:** B.A., Sofia University (1999); M.A., Sofia University (2000); M.A., University of Pennsylvania (2001); Ph.D., University of Pennsylvania (2008).

**Languages:** Bulgarian (4), French (2), Hebrew (4), Macedonian (3), Russian (3).

**Courses:** Intermediate Modern Hebrew.

**Overseas Research Experience:** Bulgaria, Hungary.

**Recent Publications:** "Transnational American Studies— A Postsocialist Phoenix" (in *Twentieth Century Literature*, forthcoming, 2019) Translation: "Introduction by Etgar Keret." In Etgar Keret, *Seven Good Years* (in Bulgarian). Plovdiv: Zhanet 45, 2015. "Limmud Keshet Bulgaria." eJewishPhilanthropy -- Online Publication. www.ejewishphilanthropy.com (March 2015), "Debating the Fate of Bulgarian Jews during World War II." *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*. Ed. John-Paul Himka and Joanna B. Michlic. University of Nebraska Press, 2013.; "Yordan Radichkov vis-à-vis the Politics of Minor Literature." (*Bulgarian Studies Association Conference Proceedings* 2010); "Demystifying the Logic of *Tamizdat*: Philip Roth's Anti-Spectacular Politics." (*Poetics Today* 30.1 2009: 107-132.)

**Representative Awards and Distinctions:** Fred and Ellen Lewis JDC archives research fellowship (2017-18); Jewish Studies Program research grant (2016-17); Lucius Littauer Faculty Grant for Archival Research (2013); Nomination for Best Translation Award for *Zift: Socialist Noir*. American Association of Teachers of Slavic and East European Languages (2011 and 2012); Penn Humanities Forum Curatorial Fellowship (2007-08)

**Research Interests:** Eastern European Jewish Identity Politics; Representations of Life Behind the Iron Curtain; Hebrew Translations; Transnational American Studies; Cold War and post-Cold War Culture.

|  |
|--|
| <b>Name:</b> BERGMAN, ARI; Visiting Lecturer, Near Eastern Languages & Civilizations (50%) |
|--|

**Education:** B.T.L., Ner Israel Rabbinical College (1980); CPA State of Maryland (1981); M.A. Columbia University (2006), M.Phil Columbia University (2009), Ph.D Columbia University (2014)

**Languages:** Portuguese (4), Spanish (4), Modern Hebrew (4), Babylonian Aramaic (2), Palestinian Aramaic (2), Biblical Hebrew (2), Rabbinic Hebrew (2), Pahlavi (2), German (2)

**Courses:** Great Books of Judaism

**Recent Publications:** "The Sabbatical Year," (Hebrew) (Beit Hillel Issue V (2014). "The End to the Bull Markets in Bonds," (Pensions & Investments 2012). "Parsing the Confusion of Confusions," (FINalternatives, 2012). "Where is the 'Hedge' in Hedge Funds?," in The Hedgefund Journal (2008)

**Research Interests:** History of the formation of the Talmud and literary analysis of Talmudic literature; finance, derivatives/systemic risk advisory and money management.

|  |
|--|
| <b>Name:</b> BRAVERMAN, DAISY; Lecturer, Penn Language Center; 50% |
|--|

**Education:** Ph.D., Columbia University.

**Languages:** French (3), German (1), Italian (2), Ottoman Judeo-Spanish (4), Spanish (2), Turkish (4), Uzbek (1).

**Courses:** Studies in Judeo-Spanish.

**Recent Publications:** "Judeo-Spanish Theater." Paper at the Conference of Judeo-Spanish, Spanish and Turkish Studies, Ankara (2007).

**Research Interests:** Language Contact; Language, Culture, and History; General Linguistics; Turkish Language and Literature.

**Name:** CARASIK, MICHAEL; Adjunct Assistant Professor, Near Eastern Languages and Civilizations; 100%

**Education:** B.A., New College (1973); B.J.S., Spertus College of Judaica (1986); M.J.S., Spertus College of Judaica (1986); M.A., Brandeis University (1997); Ph.D., Brandeis University (1997).

**Languages:** Babylonian Aramaic (2), Biblical Aramaic (2), Biblical Hebrew (3), French (1), German (1), Greek (1).

**Courses:** Elementary Biblical Hebrew; Intermediate Biblical Hebrew; Great Books of Judaism

**Overseas Research Experience:** Israel.

**Language Pedagogy Experience:** Hebrew College (Hebrew: 1991-98); Gratz College (Hebrew: 1999-2003). Reconstructionist Rabbinical College (2005-Current)

**Recent Publications:** The Bible's Many Voices (Jewish Publication Society/University of Nebraska Press, 2014). The Commentators' Bible: Deuteronomy, The JPS Miqra'ot Gedolot (JPS/University of Nebraska Press, 2015). The Commentators' Bible: Genesis, The JPS Miqra'ot Gedolot (JPS/University of Nebraska Press, forthcoming) "Janus Parallelism in Job 1:20," *Vetus Testamentum* 66: 149-154 (2016)

**Research Interests:** History and Literature of Ancient Israel; Midrashic Texts and Medieval Biblical Jewish Exegesis; Comparative Semitics; Ancient Near Eastern History.

**Name:** CASSANELLI, LEE; Associate Professor, History; 25%

**Education:** B.A., Boston College (1967); M.A., University of Wisconsin-Madison (1969); Ph.D., University of Wisconsin-Madison (1973).

**Languages:** French (4), Italian (3), Somali (2).

**Courses:** The World: History and Modernity; Africa since 1800; Uses and Abuses of History; History of Foreign Aid in Africa; Africans Abroad; Classic Debates in African Historiography

**Overseas Research Experience:** Kenya, Somalia.

**Recent Publications:** *'Hosts and Guests': A historical interpretation of land conflicts in southern and central Somalia* (2015); "Dark Days in Somalia," *Africa Review of Books*, vol 10, no.2 CODESRIA (2014) *Struggle for Land in Southern Somalia: The War Behind the War*. Edited with Catherine Besteman. London: Haan Associates Publishing (2004).

**Research Interests:** African History (Specializing in Northeastern Africa); Oral History and Ethnohistory; Comparative World History.

**Name:** COBB, PAUL; Professor, Near Eastern Languages and Civilizations; 100%

**Education:** B.A., University of Massachusetts (1989); M.A., University of Chicago (1991); Ph.D., University of Chicago (1997).

**Languages:** Arabic (4), French (4), German (4), Greek (4), Latin (4), Persian (2), Syriac (3).

**Courses:** Arabic Texts and Islamic History; The Historic Middle East; The Mongol Experience; Getting Crusaded; Age of Caliphs; Age of Sultans, Introduction to the Middle East

**Overseas Research Experience:** Egypt, France, Lebanon, Netherlands, Spain, Syria, United Kingdom.



**Recent Publications:** : *The Race for Paradise: An Islamic History of the Crusades* (2014); *Usama ibn Munqidh: Warrior-Poet of the Age of Crusades*. Oxford: Oneworld Publications (2006); *The Book of Contemplation: Islam and the Crusades*. London: Penguin Classics (2008); *Umayyad Legacies: Medieval Memories from Syria to Spain* (2010); "Infidel Dogs: Hunting Crusaders with Usama ibn Munqidh." *Crusades* 6: 57-68 (2007); "The Empire in Syria, 705-756," in *The New Cambridge History of Islam* (2011).

**Representative Awards and Distinctions:** NEH Fellowship (2003); Guggenheim Fellowship (2007); Fulbright Fellowship

**Dissertations Supervised:** 3

**Research Interests:** Medieval Islamic History; Medieval Arabic Literature; Islamic Studies.

**Name:** COLLAÇO, GWENDOLYN; Middle East Librarian, Van Pelt Library (100%)

**Education:** B.A., Vassar College (2011); A.M., University of Chicago (2013); A.M, Harvard University (2016); Ph.D, Harvard University (begun 2013)

**Languages:** Ottoman (3), Turkish (3), Persian (3), German (3), Latin (3), French (3), Arabic (2), Italian (2)

**Courses:** Introduction to Islamic Art; Classical Myth: Literary and Visual Narratives; Monuments of Islamic Architecture

**Overseas Research Experience:** Turkey, Germany

**Recent Publications:** "Between Brush, Stone, and Copper: The Mixed-Media Print Scene of 1830s Smyrna," in forthcoming facsimile of the Harvard Fulgenzi Album, eds. Richard Wittmann and Gwendolyn Collaço, *Memoria. Fontes minores ad Historiam Imperii Ottomanici pertinentes*, 3. Istanbul, Orient-Institut Istanbul and Max Weber Stiftung (2018); "Dressing a City's Demeanor: Costume Albums and the Portrayal of Urban Identity in the Late Sixteenth and Early Seventeenth Centuries," *Textile History* 48, no. 2 (2017); "Crafting Time Through Dress: A Patchwork Pastiche of Periods and Reigns," in *An Album of Artists' Materials from Qajar Iran*, ed. David J. Roxburgh, 40-44. Cambridge, Mass., and New Haven: Harvard Art Museums, distributed by Yale University Press (2017)

**Representative Awards and Distinctions:** American Research Institute in Turkey (ARIT) Fellowship (2018); Orient-Institut Istanbul, Research Grant (2018); Frederick Sheldon Traveling Fellowship (2017); Graduate Society Term/Merit Research Fellowship, Harvard (2017); S.T. Lee innovation Grant for digital humanities initiative (2016)

**Research Interests:** Ottoman Art and Social History, material and popular culture of the early modern Ottoman Empire; performance and festivity in the Ottoman Empire

**Name:** CRANZ, ISABEL; Assistant Professor, Near Eastern Languages and Civilizations; 100%

**Education:** M.A, Rothberg International School at the Hebrew University of Jerusalem (2006), M.A, John Hopkins University (2009); Ph.D, John Hopkins University (2012)

**Languages:** Hebrew (4), Aramaic (2), Akkadian (2), Sumerian (2), Ugaritic (2), Latin (2), Greek (2), German (4), Modern Hebrew (4), French (2)

**Courses:** Introduction to the Bible; Wisdom in the Bible; Reading Biblical Hebrew; Prophets and Prophecy in the Bible and Ancient Near East; The Bible in Translation: The Book of Isaiah; Women in the Bible; The Bible in Translation: Exodus; The Bible in Movies; Magic in the Bible

**Overseas Research Experience:** Israel, Germany

**Recent Publications:** *Atonement and Purification: Priestly and Assyro-Babylonian Perspectives on Sin and its Consequences*. Tübingen: Mohr Siebeck, (2017); “Magic and Maledictions: Zechariah 5:1-4 in its ancient Near Eastern Context,” *Zeitschrift für die Alttestamentliche Wissenschaft* 128.3 (2016); “The Ritual Elements in Zechariah 5:5-11,” *Biblica* 96.4 (2015); “Priests, Pollution and the Demonic: Evaluating Impurity in the Hebrew Bible in Light of Assyro-Babylonian Texts,” *Journal of Ancient Near Eastern Religions* 14 (2014)

**Representative Awards and Distinctions:** Hortense G. Moses Fellowship for the Encouragement of Hebrew Learning (2012-2011); Iwry Fellowship, JHU Department of Near Eastern Studies (2010-2011); Leonard and Helen R. Stulman Jewish Studies Teaching Fellowship (2010); Rothberg Family Scholarship, (2004-2006); DAAD-scholarship at the Hebrew University of Jerusalem (2003)

**Research Interests:** The Bible in its Ancient Near Eastern Context; History of Biblical Interpretation and Comparative Religion; Ancient Israelite Religion

|   |
|---|
| <b>Name:</b> ELIAS, JAMAL J.; Walter H. Annenberg Professor in the Humanities, Professor of Religious Studies and South Asia Studies; 75% |
|---|

**Education:** B.A., Stanford University (1983); M.A., University of Pennsylvania (1985); M.A., Yale University (1987); Ph.D., Yale University (1991).

**Languages:** Arabic (4), French (3), German (2), Ottoman Turkish (3), Pashto (2); Persian (3), Punjabi (4), Spanish (1), Turkish (4), Hindi/Urdu (4).

**Courses:** Islam and Modernity; Sufism; Islamic Ethics; Islam and the Religious Image; Seminar on the Qur'an; Love, Sex, and Death, Islamic Metaphysics, The Persian Intellectual Traditional, Sufism in the Ottoman Empire

**Overseas Research Experience:** Egypt, France, Morocco, Pakistan, Turkey, United Kingdom, Uzbekistan, India, Western Europe, Bangladesh.

**Recent Publications:** *Alef is for Allah: Childhood, Emotion and Visual Culture in Islamic Societies* (Berkeley, 2017) *Aisha's Cushion: Religious Art, Perception and Practice in Islam*. Cambridge: Harvard University Press (2012); “Ultimate Sacrifice: Women and Motherhood in Iranian Visual Culture,” in *The ‘Other’ Martyrs: Women and the Poetics of Sexuality, Sacrifice and Death in World Literatures*, edited by Alireza Korangy and Leyla Rouhi, Wiesbaden: Harassowitz Verlag [forthcoming]. “Mevlevi Sufis and the Representation of Emotion in the Arts of the Ottoman World,” to appear in *Emotion and Subjectivity in the Art and Architecture of Early Modern Muslim Empires*, edited by Kishwar Rizvi, Leiden: E.J. Brill, 2017: 185-209. “Güzellik, İyilik ve Hayret (Beauty, Goodness and Wonder),” *Tasvir: Teori, ve Pratik Arasında İslam Görsel Kültürü*, edited by Nicole Kançal-Ferrari and Ayşe Taşkent, Istanbul: Klasik, 2016: 21-33. “Götzendämmerung. Moderner Ikonoklasmus in der muslimischen Welt,” *Zeitschrift für Ideengeschichte* 9:3 (2015): 33-48.

**Representative Awards and Distinctions:** John S. Guggenheim Memorial Fellow; American Council of Learned Societies Fellow; Best Senior Book Prize, American Institute of Pakistan Studies; M.A. (honorary), Amherst College.

**Dissertations Supervised:** 7

**Research Interests:** Religion in the modern world; Bioethics; Visual and Material Studies; History; Arabic, Turkish and Persian Scholarly Literature.

|   |
|---|
| <b>Name:</b> ENGEL, RONIT; Senior Lecturer in Foreign Languages; Language Coordinator, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., Tel Aviv University (1972); Secondary School Teaching Diploma, Tel Aviv University (1973); M.A., University of Judaism (1975)



**Languages:** Aramaic (2), French (3), German (2), Hebrew (4), Polish (3), Yiddish (3).

**Courses:** Elementary Modern Hebrew; Intermediate Modern Hebrew; Hebrew Conversation and Composition.

**Overseas Research Experience:** Israel.

**Language Pedagogy Experience:** San Francisco College of Judaic Studies (Hebrew: 1975-82); Tel Aviv University (Hebrew: 1983-91); Franklin and Marshall College (1993-95).

**Recent Publications:** "Teaching Hebrew with Israeli Textbooks in American Universities" (in Hebrew). *Hebrew Higher Education*, 2013. "Review of Foreigncy: Language Learning for Foreign Policy Nuts." *Hebrew Higher Education* 16 (2014). "Teaching Israeli Culture to Students of Hebrew Language in American Universities" (in Hebrew). *Hed HaUlpan* 103 (2014). "From Here to There": Enrichment Materials for "Hebrew From Scratch". *Journal of Hebrew Higher Education* 17 (2017). "'HaPoal b'Peula': The Hebrew verb for the Advanced Lerner." Jerusalem, *Journal of Hebrew Higher Education* (2018)

**Research Interests:** Hebrew Language and Literature; Language Education Pedagogy; Second Language Acquisition.

|  |
|--|
| <b>Name:</b> ENTEZARI, MAHYAR; Lecturer in Foreign Languages; Near Eastern Languages and Civilizations; 100% |
|--|

**Education:** B.A., University of California, San Diego (2004); M.A., University of Texas at Austin (2009); Ph.D., University of Texas at Austin (ABD)

**Languages:** Persian (4), German (3), Arabic (2), Turkish (2), French (2).

**Courses:** Elementary Persian; Intermediate Persian; Intensive Persian, Iranian Cinema: Gender, Politics and Religion, Modern Middle Eastern Literatures in Translation (co-taught).

**Overseas Research Experience:** Israel.

**Language Pedagogy Experience:** University of Texas at Austin (Persian: 2011-2012); University of Pennsylvania (Persian: 2013-present)

**Recent Publications:** "The Pre-Islamic Past in Modern Iranian Culture: A Cultural Materialist Reading," *A Persian Mosaic: Essays on Persian Language, Literature and Film* (2016). "'Azadaran-e Bayal" (The Mourners of Bayal), *Encyclopædia Iranica* (2011)

|   |
|---|
| <b>Name:</b> FAKHREDDINE, HUDA; Assistant Professor, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., American University of Beirut (2002); M.A., American University of Beirut (2004), Ph.D., Indiana University, Bloomington (2011)

**Languages:** Arabic (4), English (4), Persian (3), French (2)

**Courses:** Readings in Classical Arabic Criticism; The Prose Poem in Arabic; Arabic Belles Lettres; Seminar in Arabic Poetry; Classical/Early Arabic Prose; Middle Eastern Literatures in Translation; Arabic Literature and Literary Theory; Arab Women and War; The Arabic Short Story; The Arabic Novel; Rhetorical Aspects of Arabic and Persian Poetry

**Overseas Research Experience:** Lebanon

**Recent Publications:** *Disclosures of Poetry: The Arabic Prose Poem as Theory and Practice* (forthcoming); *Metapoesis in the Arabic Tradition*, Leiden: Brill Publishers (2015); "Abū Tammām" in *A Companion to World*

*Literature*, edited by Ken Seigneurie (Forthcoming); “Against Cities: On Hijā’ al-mudun in Arabic Poetry,” with Bilal Orfali in *The City in Pre-Modern and Modern Arabic Literature*, edited by Nizar F. Hermes and Gretchen Head (forthcoming); “The Aesthetic Imperative: History Poeticized,” in *Outsider Imperatives: Manifestos for the Future of World Thought*, eds. Jason Mohaghegh and Lucian Stone. New York: Rowan and Littlefield (2017); “Two Projects of Modernisms in Arabic Poetry,” *Journal of Arabic Literature* 48 (2017); “Khalīl Hāwī and the Burden of Thought,” *al-Abḥāth* 64 (2016); “The Prose Poem and the Arabic Literary Tradition,” *Middle Eastern Literatures* 19.3 (2016); “FitzGerald, Rāmī and Umm Kulthūm: The Making of Khayyam in Arabic,” *al-Abḥāth* 60 (2016)

**Representative Awards and Distinctions:** Penn’s Wolf Humanities Forum Fellowship (2017-2018); Penn’s Global Engagement Fund (2016-2017); National Endowment for the Humanities Fellowship (2013-2014); Associate Instructorship from The Department of Near Eastern Language and Cultures, Indiana University, Bloomington (2005-2009); Best Associate Instructor of Arabic Award at Indiana University, Bloomington (2005)

**Research Interests:** Modernist movements and trends in Arabic poetry; the Arabic literary tradition; Translation of Arabic poetry and literature; Poetry and the relationship between the modern and the traditional

**Name:** FETNI, HOCINE; Lecturer, Sociology; 100%

**Education:** L.L.B., Constantine University of Law, Algeria (1977); L.L.M., New York University School of Law (1980); L.L.M., University of Pennsylvania Law School (1981); Ph.D., University of Pennsylvania (1992).

**Languages:** Arabic (4), Berber (4), French (4).

**Courses:** International Law of Human Rights; Law and Social Change; Law and Society.

**Overseas Research Experience:** Algeria, Egypt, Libya, Morocco, Tunisia.

**Recent Publications:** *Citizenship and Law in the Muslim-Arab World*, part of the University of Pennsylvania Faculty Conversations on Ethics and the Future of Citizenship. MIT Press (2008)

**Research Interests:** Law and Social Change in the Middle East and North Africa; Analysis of the Legal Profession; International Law and Human Rights.

**Name:** FODA, OMAR; Visiting Professor, Near Eastern Languages and Civilizations; 100%

**Education:** B.A, Dartmouth College (2007); M.A, University of Pennsylvania (2012); Ph.D, University of Pennsylvania (2015).

**Languages:** Arabic – Egyptian Colloquial, Modern Standard (4), French (2), German (2), Dutch (2), Turkish (3), Ottoman Turkish (2)

**Courses:** Introduction to the Modern Middle East; Women in the Middle East 1700-2000; Intoxicated Identities, Alcohol Consumption in the Modern Middle East; From Empire to Nation-State in the Middle East; Cairo: A Sensory History; Topics in the History of the Middle East: Israel/Palestine; Intro to the Politics of the Modern Middle East and N. Africa

**Overseas Research Experience:** Egypt

**Recent Publications:** “The Ballot Box and the Public Squares: A History of the January 25th Movement in Egypt” in *The Birth of the Arab Citizen & The Changing of the Middle East*. Eds. Stuart Schaar and Mohsine el Ahmadi. Northampton, Mass.: Interlink (Forthcoming); “The Pyramid and the Crown: The Egyptian Beer Industry from 1897-1963,” *International Journal of Middle East Studies* 46, 139–158 (2014); “Anna and Ahmad: The Temperance Movement in Egypt (1884-1940),” *Social Sciences and Missions*, Volume 28, Issue 2, 116 – 149 (2015).

**Representative Awards and Distinctions:** Dean's Scholar, School of Arts and Sciences, University of Pennsylvania, (2015); J.R. Koury Fellowship, (2014-2015); Research Grant Recipient, The History Project (2013); Benjamin Franklin Fellowship, (2008-2014); Center for Arabic Study Abroad (CASA) Fellowship. (2009-2010)

**Research Interests:** Modern Middle East History, Egypt, History of Consumption and Consumerism in Egypt, the Egyptian Beer Industry

**Name:** FIGUEROA, WILLIAM; Graduate Student Coordinator, Middle East Center (50%)

**Education:** B.A., Rice University (2010); M.A., University of Pennsylvania (2013); Ph.D, University of Pennsylvania (expected 2020)

**Languages:** Persian (3), Mandarin Chinese (3), Spanish (1), French (1)

**Courses:** Teaching Assistant for the following classes: Policy, Strategy, and War; A World At War; Cold War: Global History; History of Modern China

**Overseas Research Experience:** China, Tajikistan

**Representative Awards and Distinctions:** Critical Language Scholarship (2013); Foreign Language and Area Studies Scholarship (2015)

**Research Interests:** China and the Middle East, Sino-Iranian Relations, the Global Cold War, Modern Middle East History, Modern Chinese History

**Name:** FISHMAN, TALYA; Associate Professor, Religious Studies; 100%

**Education:** B.A., Wesleyan University (1976); M.A., Jewish Theological Seminary of America (1979); Ph.D., Harvard University (1986).

**Languages:** Hebrew (4).

**Courses:** Religions of the West; Introduction to Judaism; Spirit and Law; Jewish-Christian Relations Through the Ages; Rabbinic Writers on the Rabbinic Culture; Studies in Medieval Jewish Culture; The Religious "Other"

**Overseas Research Experience:** Israel.

**Recent Publications:** *Regional Identities and Cultures of Medieval Jews* (co-ed), (Oxford: Littman Library, 2018), "Introduction: Rethinking the Emergence of Medieval Jewish Subcultures," for *Regional Identities and Cultures of Medieval Jews*, J. Castaño, T. Fishman and E. Kanarfogel, (Littman Library, Oxford, forthcoming), "The Our Talmud Tradition and the Predilection for Works of Applied Law in Early Sephardic Rabbinic Culture," *Regional Identities and Cultures of Medieval Jews*, Castaño, Fishman and Kanarfogel, eds., (Littman Library, Oxford, forthcoming), "The Relative Authorities of Text and Tradition in Medieval Jewish Jurisprudence: Geonic Exceptionalism in its Islamic Context," *Medieval Minorities: Law and Multiconfessional Societies in the Middle Ages*, John Tolan, ed. (Brepols, forthcoming). "Jewish Discussions of Creed in the Era of Confessionalization," in *Through Your Eyes: The Reception of the "Religious Other" in Intercultural Exchange (16th-18th Centuries)*, Giovanni Tarantino, Giuseppe Marcocci, eds., (Brill, forthcoming), "On the Emergence and Disappearance of Rhineland Pietism", *Festschrift in Honor of Professor Menahem Schmelzer*, Evelyn Cohen, Emile Schrijver, editors. "Scripture and the Senses in Hebrew Writings of Late Medieval Spain", in *Perspectives on Jewish Culture in Early Modern Europe: Essays in Honor of David B. Ruderman*, Richard Cohen, Natalie Dohrmann, Elhanan Reiner, Adam Shear, eds. (HUC Press: 75-84, 2014)

**Representative Awards and Distinctions:** Nahum M. Sarna Award for Scholarship, Jewish Book Council, 2012. (*Becoming the People*) Guggenheim Foundation Fellowship (2004); Center for Advanced Jewish Studies Fellowship (2003-04); ACLS Fellowship for Independent Scholars (2000-01).

**Research Interests:** Early Modern Jewish Philosophy and Theology; Gender and Religion.

|  |
|--|
| <b>Name:</b> FRAME, GRANT; Associate Professor, Near Eastern Languages and Civilizations; Associate Curator, Babylonian Section at the Penn Museum; 100% |
|--|

**Education:** B.A., University of Toronto (1973); M.A., University of Toronto (1974); Ph.D., University of Chicago (1981).

**Languages:** Akkadian (4), French (3), German (3), Sumerian (4).

**Courses:** Myths and Religions of the Ancient World; Introduction to the Ancient Near East; Ancient Iraq: Mesopotamian Culture and Legacy; Early Empires of the Ancient Near East: The Neo-Assyrian Period; Akkadian Literary Texts; Akkadian Historical Texts; Akkadian Legal Texts; Akkadian Religious and Scientific Texts; Akkadian Economic Texts; Akkadian Letters.

**Overseas Research Experience:** France, Germany, Iran, Iraq, Syria, Turkey, United Kingdom.

**Recent Grants:** University of Pennsylvania, School of Arts and Sciences Research Opportunity Grant, (2018), National Endowment for the Humanities, (2017–2019), University of Pennsylvania Research Fund conference grant and University of Pennsylvania School of Arts and Sciences (2016), University of Pennsylvania Research Foundation Grant (2015), National Endowment for the Humanities (2015–2017)

**Recent Publications:** “Royal Inscriptions of the First Millennium B.C.” and texts nos. 151, 154–156, and 162–178 in *Cuneiform Texts in the Metropolitan Museum of Art, volume 4*, edited by I. Spar and M. Jursa (New York: Metropolitan Museum of Art, 2014) pp. 233–234, 239–243, 245–256, and 271–334 “Two Sixth Century Court Documents from Uruk in the Collection of the Princeton Theological Seminary,” in *Zwischen Karawane und Orientexpress: Streifzüge durch Jahrtausende orientalischer Geschichte und Kultur*. Festschrift für Hannes Galter, edited by J. Gießauf (Alter Orient und Altes Testament 434) (Münster: Ugarit-Verlag, 2017) pp. 111–124 “Two Texts with the *ḫītu*-Clause from Uruk,” in *Fault, Responsibility, and Administrative Law in Late Babylonian Legal Texts*, by F.R. Magdalene, B. Wells, and C. Wunsch (Alter Orient und Altes Testament) (Münster: Ugarit-Verlag) pp. 350–354 (Forthcoming) “The Date of the Accession of Nabonidus to the Throne of Babylon: A Reappraisal of the Evidence” in “The Scaffolding of Our Thoughts”: *Essays in Assyriology and the History of Science in Honor of Francesca Rochberg*, edited by C. Jay Crisostomo, Eduardo A. Escobar, Terri Tanaka, and Niek Veldhuis (Ancient Magic and Divination) (Leiden/Boston: Brill) pp. 288–296 (forthcoming). “City Administration of Uruk in the Neo-Assyrian Period,” *Babel und Bible, proceedings of the 2007 Rencontre Assyriologique Internationale*, (forthcoming) *The Archive of Mušēzib-Marduk, Son of Kiribtu and Descendant of Sîn-nāšir: A Landowner and Property Developer at Uruk in the Seventh Century BC* (Babylonische Archive 5) (Dresden: ISLET, 2013)

**Dissertations Supervised:** 4

**Research Interests:** Assyriology; History, Languages and Culture of Ancient Mesopotamia; Ancient Near Eastern Studies.

|   |
|---|
| <b>Name:</b> GHAFAR-KUCHER, AMEENA; Senior Lecturer, Education; Associate Director, International Educational Development Program (25%) |
|---|

**Education:** BSc, University of Maryland College (1999); MsEd, Fordham University (2003), EdD, Columbia University (2008)

**Languages:** Urdu (4), Hindi (2), Punjabi (2), German (1), French (1)

**Courses:** Basic Education in Developing Countries: Socio-Cultural Perspectives; Tools, Techniques, and Ethics of Development Work; Doctoral Proseminar in Education; Curriculum and Pedagogy in International Contexts; Migration, Displacement, and Education; International Fieldwork Seminar

## Overseas Research Experience: Pakistan

**Recent Publications:** Bartlett, L., Mendenhall, M. and Ghaffar-Kucher, A. "Culture in Acculturation: Refugee Youth's Schooling Experiences in New York Schools". *International Journal of Intercultural Relations* (2017); "Love & Labor in Academia: Dear Faculty Members Who Mentor Doctoral Students of Color" In Michelle Harris; Sherrill L. Sellers; Orly Clerge & Frederick W. Gooding Jr. (Eds). *Stories from the Front of the Room. How Higher Education Faculty of Color Overcome Challenges and Thrive in the Academy*. Rowman & Littlefield. (2017); Bajaj, M., Ghaffar-Kucher, A., & Desai, K. "Brown Bodies and Xenophobic Bullying in U.S. Schools: Critical Analysis and Strategies for Action." *Harvard Educational Review*. Winter (2016) *Refugees, Immigrants and Education in the Global South: Lives in Motion*. Routledge; co-edited with Lesley Bartlett (2014)

**Representative Awards and Distinctions:** Jackie Kirk Outstanding Book Award (2014); Best Published Article, Comparative and International Education Society (2013); Concha Delgado Gaitan Early Career Presidential Fellow (2010-11)

**Research Interests:** Immigrants and schooling; Citizenship and trans/nationalism; Curriculum and pedagogy in international contexts; School climate; Educational development discourse

|  |
|--|
| <b>Name:</b> GHAZVINIAN, JOHN; Associate Director, Middle East Center (100%) |
|--|

**Education:** B.A., Brown University (1996); MSt, Oxford University (1997); Ph.D, Oxford University (2004)

**Languages:** Persian (4), French (3), Spanish (3), German (1), Portuguese (1), Italian (1), Catalan (1)

**Overseas Research Experience:** Iran, Angola, Republic of Congo, Gabon, Nigeria, Chad, Sudan, South Africa, Cameroon, Sao Tome & Principe, Equatorial Guinea, Ethiopia, Kenya, France, Spain, Germany, UK, Ireland

**Courses:** History of the Modern Middle East; Special Topics: The United States and the Muslim World since 1800; World History before 1500

**Publications:** Books: *Children of the Revolution: Iran and America since 1600* (2019); *American and Muslim Worlds before 1900*. Routledge, Editor (2019); *Untapped: The Scramble for Africa's Oil* (Harcourt, 2007).

Articles/Book Reviews: "Adding fuel to the fire," *New Statesman*, February 26 (2016); "The battle to shape the Middle East," *The Walter Scott Journal*, October (2013); "Can the resource curse be lifted?" *Cato Unbound*, Cato Institute, May (2008); "English Pleasure Travel in the Near East, 1580-1645," in Paul and Janet Starkey, eds., *Unfolding the Orient*, Ithaca (2001); "Round the World in 80 Ways," *The Nation*, January 31 (2000)

Journalism: "Iran: Is Larijani the New Rafsanjani?" *Huffington Post*, June 24 (2009); "Iran and America: The Spirit of 1908," *Huffington Post*, June 23 (2009); "Howard Baskerville: An American Hero Iranians Love," *Huffington Post*, March 8 (2009); "Testing Time for Nigeria," *The Nation*, April 30 (2007); "Does Africa Measure Up to the Hype?" *Slate.com*, April 7 (2007); "The Curse of Oil," *Virginia Quarterly Review*, Winter (2007); "Afrika se Swart Goud," *Insig* (South Africa), August (2006); "Le doyen du continent," *New Statesman*, March 14 (2005); "Trouble on the Nile," *Sunday Telegraph* (London), April (2005) "A Clean Break," *Travel Savvy*, January (2004); "Earthling in the Middle," *Newsweek*, October 20 (2003) "Ireland: Into the Drink," *Newsweek*, June 9 (2003); "The Land of Opportunity," *Newsweek*, February 10 (2003) "The Secret of Our Success," *Newsweek*, January 3 (2003); "Hold the Fries," *Newsweek*, December 30 (2002); "Forget the Fish and Chips," *New York Sun*, December 20 (2002); "From Captive to Convert," *Newsweek*, August 26 (2002); "Flight Paths: A New Math," *Newsweek*, July 22 (2002); "English Football Fever," *Newsweek.com*, June (2002); "Bobbies Calling NYPD," *Newsweek*, May (2002); "The Election Race Card," *The Nation*, June 4 (2001); "Dancing in the Streets," *The Nation*, April 24 (2000).

**Representative Awards and Distinctions:** National Endowment for the Humanities, Public Scholar Fellowship, \$50,400 (2016-2017); National Endowment for the Humanities, Summer Stipend, \$6,000 (2014); Carnegie Corporation of New York, Carnegie Scholarship, \$100,000 (2009-2011) Barnes & Noble Discover Great New Writers Finalist (2007); Soudavar Foundation Scholarship £2,500 each year (2002-2003, 2001-2002, 2000-2001, 1999-2000); American Friends of Christ Church Scholarship, £4,000 each year (2000-2001, 1999-2000)



**Research Interests:** History of US-Iran Relations; America and Islam; History of Tourism; Africa and Oil; World History

**Name:** GOLD, NILI; Associate Professor, Near Eastern Languages and Civilizations; 90%

**Education:** B.A., Hebrew University of Jerusalem (1970); H.S., Teachers' Diploma Hebrew University of Jerusalem (1971); M.A., Jewish Theological Seminary of America (1976); Ph.D., Jewish Theological Seminary of America (1990).

**Languages:** French (3), German (3), Hebrew (4), Yiddish (3).

**Courses:** Introduction to Modern Hebrew Literature; Seminar in Modern Hebrew Literature; Literatures of the Middle East; Modern Hebrew Literature and Culture in Translation.

**Overseas Research Experience:** Germany, Israel.

**Recent Publications:** Heifa, Hadar HaCarmel (Haifa, Hadar HaCarmel neighborhood) (working title), a Hebrew version – not a translation – of Haifa: City of Steps for Israeli readership (Tel Aviv: Zmora Bitan Modan), forthcoming July [in Hebrew] “Yoel Hoffmann’s Curriculum Vitae and Japanese Death Poems as Keys to Reading his Work,” *CISMOR Conference on Jewish Studies*, Doshisha University, Japan, Vol. 9, pp. 37-48 (2017). “Letters in a Tin Box: The Scholarly Value of the Poet’s Love Letters”, *Ha’aretz Literary Supplement*, February 19, p.1 [in Hebrew] (2016). *Haifa, City of Steps*. Brandeis, (2017); *Yehuda Amichai: The Making of Israel's National Poet*. Hanover and London: Brandeis University Press/University Press of New England (2008); “A Journey through the Haifa Novels of Sami Michael”, *Ha’aretz Literary Supplement*, January 15, p.1 (2016)

**Representative Awards and Distinctions:** Schusterman Center for Israel Studies Publication Grant for Haifa: City of Steps, Brandeis University (2017), Lucius Littauer Foundation Publishing Award for Haifa: City of Steps, Jewish Studies Program (JSP) (2016), UPennAmerican-Israeli Cooperative Enterprise Publication Grant for *Yehuda Amichai: The Making of Israel's National Poet* (2008); Lucius Littauer Foundation Publishing Award for *Yehuda Amichai: The Making of Israel's National Poet* (2007).

**Dissertations Supervised:** 2

**Research Interests:** Modern Hebrew Literature; Israeli Literature; Israeli Film; Israeli Poetry

**Name:** GUILLOT, MICHEL; Associate Professor, Sociology; 35%

**Education:** B.A., University of Paris IV-Sorbonne (1992); M.A., University of Paris I-Pantheon-Sorbonne (1995); Ph.D., University of Pennsylvania (2000).

**Languages:** French (4), Persian (1).

**Courses:** Social Statistics; Advanced Demographic Methods; Population and Society in the Former Soviet Union.

**Overseas Research Experience:** Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Turkmenistan, Uzbekistan.

**Recent Publications:** “Health and mortality patterns among migrants in France,” M. Khlat and M. Guillot. Pp. 193-213 in *Migration, Health and Survival: International Perspectives*. Frank Trovato (ed.).Edward Elgar Publishers (2017). “Adult mortality patterns in the former Soviet Union's "Southern Tier": Armenia and Georgia in comparative perspective,” G. Duthé, M. Guillot, F. Meslé, J. Vallin, I. Badurashvili, M. Denisenko, N. Gavrilova, K. Kuyumjyan, L. Torgasheva. *Demographic Research*, Vol. 36(19): 589-608 (2017).. “Revisiting life expectancy rankings in countries that have experienced fast mortality decline.” In *Dynamic Demographic Analysis*, edited by R. Schoen, 51-67. Springer, 2016. With Vladimir Canudas-Romo; “Tools for Demographic Estimation (Book Review).” *Population Studies* 69 (2015): 259-260; Pilot Study of Adult and Old-Age Mortality Among Migrants and Their Descendants in France (2013)

**Representative Awards and Distinctions:** H. I. Romnes Faculty Fellowship Award, University of Wisconsin-Madison Graduate School, (2008) Departmental Award for Excellence in Teaching, University of Wisconsin-Madison, (2007), David E. Bell Fellow, Harvard Center for Population and Development Studies (2000)

**Dissertations Supervised:** 5

**Research Interests:** Demography; Central Asia.

|  |
|--|
| <b>Name:</b> GULTEKIN, BÜLENT; Associate Professor, Wharton School; Director, Emerging Economies Program; 100% |
|--|

**Education:** B.S., Robert College (1969); M.A., Bogaziçi University (1974); M.A., University of Pennsylvania (1975); Ph.D., University of Pennsylvania (1976).

**Languages:** Turkish (4).

**Courses:** Corporate Finance; Advanced Corporate Finance.

**Overseas Research Experience:** Belgium, France, Poland, Saudi Arabia, Turkey, United Arab Emirates.

**Recent Publications:** “Validating Return Generating Models”, with M.E. Blume and M. N. Gultekin, *Portfolio Construction, Measurement, and Efficiency: Essays in Honor of Jack Treynor*, John B. Guerard, Jr., editor. Springer (2016) Liberalization of the Turkish Economy, *The Routledge Handbook of Modern Turkey*, edited by Metin Heper and Sabri Sayari, Taylor and Francis Books Ltd, London, UK, (2012)

**Representative Awards and Distinctions:** Teaching Excellence Award, Wharton Executive MBA Program (2003, 2007); WEMBA Program Teaching Award (2003); Governor of the Central Bank of the Republic of Turkey (1993); Trustee, Koc University, Istanbul (1992-Present); Foundation for Management Education in Turkey Fellowship (1973-76); Ford Foundation Fellowship (1973-76).

**Research Interests:** Corporate Finance; Capital Markets; Financial Development; Privatization.

|   |
|---|
| <b>Name:</b> HATIBOGLU, FERIDE; Lecturer, Near Eastern Languages and Civilizations; 90% |
|---|

**Education:** L.L.B., Istanbul University (1982); M.A., Marmara University (1991); Ph.D., Marmara University (2007).

**Languages:** Ottoman Turkish (1), Turkish (4).

**Courses:** Elementary Turkish; Intermediate Turkish; Advanced Turkish and Turkish Movies.

**Overseas Research Experience:** Turkey.

**Language Pedagogy Experience:** Inlingua Language Center (2004-05); Language Exchange Center (2000-02), OPI proctor certified.

**Recent Publications:** Primary Reader, Capstone Project Stefanie DeAngelo, Dec 11, (2017) Turkish Languages Studies Website, (2016) Development of Instructional Authentic Material Using Everyday Media, (2015) Turkish Assessment Tools for American Council, (2014)

**Research Interests:** Banking and Insurance.

**Name:** HAMMER, EMILY; Assistant Professor, Near Eastern Languages and Civilizations (100%)

**Education:** B.A., Bryn Mawr College (2006); Level 4 Certificate in Turkish, Ankara Üniversitesi TÖMER (2009), PhD Harvard University (2012)

**Languages:** Turkish (3), French (2), German (1)

**Courses:** Water in the Middle East Throughout History, Pastoral Nomadism in the Past and Present, GIS for the Digital Humanities and Social Sciences

**Overseas Research Experience:** Turkey, UAE, Azerbaijan, Iraq

**Recent Publications:** "Remote Assessments of the Archaeological Heritage Situation in Afghanistan." with E., R. Seifried, K. Franklin, and A. Lauricella, *Journal of Cultural Heritage* (In press, 2018). \* and E. "History of Pastoralism in Southwest Asia." With Arbuckle, B. *Journal of Archaeological Research* (2018). "Role and Characteristics of Irrigation in the Kingdom of Urartu." S. Rost, ed. *Irrigation in Early States: New Directions*. Chicago: Oriental Institute Publications (2018). "Oğlanqala in the Context of its Landscape and Neighboring Fortresses." Lauren Ristvet, ed. *The American-Azerbaijani Excavations at Oğlanqala 2008-2012*. Philadelphia: University of Pennsylvania Museum Press (forthcoming). "Water Management by Mobile Pastoralists in the Middle East." E. Holt, ed. *Water and Power in Past Societies*. Buffalo: State University of New York Press (Forthcoming 2018) "Semi-automated detection of looting in Afghanistan using multispectral imagery and principal component analysis." with Lauricella, A., J. Cannon, S. Branting *Antiquity* 91 (359): 1344–1355 (2017). "10,000 years of Anatolian pastoralism: a review of evidence for variability in pastoral lifeways." with B. Arbuckle. *Nomadic Peoples* 21.2 (Ancient Pastoralisms): 214–267 (2017). "Historical Imagery of Desert Kites in Eastern Jordan." with A. Lauricella *Near Eastern Archaeology* 80 (2, Repopulating the Badia): 74–83. \*Hammer, E. 2014. "Local Landscape Organization of Mobile Pastoralists in Southeastern Turkey." *Journal of Anthropological Archaeology* 35: 269–288. (2014) "Highland fortress-polities and their settlement systems in the South Caucasus." *Antiquity* 88 (341): 757–774 (2014).

**Representative Awards and Distinctions:** US Department of State, US Embassy Grant for "Afghan Heritage Mapping Partnership Project" (2015–2017), Franke Institute for the Humanities, Center for Disciplinary Innovation Grant (2015), US National Science Foundation, "Collaborative Research: Urbanism in the Iron Age South Caucasus: Archaeological Investigations in Naxçıvan, Azerbaijan" (2014–2017).

**Research Interests:** Archaeology and Anthropology of the Middle East and South Caucasia; History and Sociology of Science

**Name:** HARRIS, NICHOLAS; Lecturer, Near Eastern Languages and Civilizations (100%)

**Education:** Ph.D, University of Pennsylvania (expected 2018); M.A, University of Pennsylvania (2008); B.A, University of Pennsylvania (2005)

**Languages:** Arabic (3), Hebrew (3), German (3), Persian (3), Classical Greek (2), Coptic (2), French (2)

**Courses:** Islamicate Networks; Sufism

**Recent Publications:** "In Search of 'Izz al-Dīn Aydamir al-Ğildakī, Mamlūk Alchemist," *Arabica* 64, 531–556; (2017); Beth Shean Columns in Lower Egypt," *Expedition: Magazine of the University of Pennsylvania Museum of Archaeology and Anthropology* 55, no.1, 18 (2013); "Censorship," "Punishment," & "Treason," in *The Princeton Encyclopedia of Islamic Political Thought*, eds. Gerhard Bowering, et al. Princeton: Princeton University Press, 87, 438–439, 561–562 (2012)

**Representative Awards and Distinctions:** Price Dissertation Fellow (2013–2014); Dissertation Completion Fellowship, University of Pennsylvania (2012–2013); Dissertation Research Prize, University of Pennsylvania (2011)



**Research Interests:** Alchemy in the Ancient World, Occult and Magic in Islam; History of Islam

**Name:** HARROLD, DEBORAH; Senior Lecturer, Political Science (75%)

**Education:** B.A., University of Chicago (1977); M.A., University of Chicago (1988); Ph.D, University of Chicago (1999)

**Languages:** Arabic (3), French (3), Hebrew (1), Turkish (1)

**Overseas Research Experience:** Algeria, Egypt, Tunisia, Turkey, Israel, Palestinian Territories, Canada

**Courses:** Comparative Political Economy of Developing Countries; The Exotic Other: Gender and Sexuality in Africa and the Middle East; Comparative Politics; Political Change in the Third World; Introduction to American Political Thought; Intensive course for MBA students: History of the Middle East and North Africa

**Recent Publications:** "Women's space after the Arab Spring: Can we generalize?" In *Unfinished Gendered Revolutions: Arab Women's Activism and Socio-Political Transformation*. Ed. Amel Mili and Sahar Khamis. New York and London: Palgrave Macmillan (2016); "Interest in the absence of articulation: Small business and Islamist parties in Algeria." In *Political Creativity: Reconfiguring Institutional Order and Change*, Edited by Gerald Berk, Dennis C. Galvan and Victoria Hattam. (2013)

**Representative Awards and Distinctions:** Digital Humanities for Haverford and Bryn Mawr Colleges (2015); Bryn Mawr College, Border Crossings/Crossing Borders (2009); Penn Humanities Forum, (2009)

**Research Interests:** Algeria, discourses of modernity and progress, government formation, women's rights in North Africa, informal economies

**Name:** KÜÇÜK, HARUN; Assistant Professor, Near Eastern Languages and Civilizations (100%)

**Education:** B.A, St. John's College (2003); M.A, Sabanci University (2005); Ph.D University of California, San Diego (2012)

**Languages:** French (2), Arabic (2), Ancient Greek (1), German (3), Turkish (4), English (4), Latin (2)

**Courses:** Science and Religion: Global Perspectives, Seminar in History and Sociology of Science, What is Prediction?, Emergence of Modern Science, Science and Religion: Global Perspectives

**Overseas Research Experience:** Turkey

**Recent Publications:** "Translating Arabic into Turkish in the Seventeenth Century," *Isis*, 109/1 (2018). Early Modern Ottoman Science: A New Materialist Framework," *Journal of Early Modern History* 21 407-419 (2017), "The Copernican Rhetoric of Ibrahim Müteferrika," in Sietske Franssen, Niall Hodson and Karl Enenkel eds. *Translating Early Modern Science* Leiden: Brill, 258-285 (2017), "New Medicine and the *Hikmet-i Tabi'iyye* Problematic in Eighteenth Century Istanbul," in Tzvi Langermann and Robert Morrison, eds. *Texts in Transit in the Medieval Mediterranean*. University Park, PA: Penn State Press, pp. 222-242 (2016). "Natural Philosophy and Politics in the Eighteenth Century: Esad of Ioannina and Greek Aristotelianism at the Ottoman Court," *Journal of Ottoman Studies* 41: 125-159. (2013)

**Representative Awards and Distinctions:** European Commission for Research and Innovation, Consolidator Grant (2018-2023), University Research Foundation Grant, University of Pennsylvania (2015), Predoctoral Fellowship at the Max Planck Institute for the History of Science, Berlin (2012)

**Research Interests:** History of Early Modern Science, Science and Religion, The Enlightenment, Science Studies

**Name:** HOLOD, RENATA; College for Women Class of 1963 Term Professor in the Humanities, Art History; Curator, Near East Section, Museum of Archaeology and Anthropology; 100%

**Education:** B.A., University of Toronto (1964); M.A., University of Michigan (1965); Ph.D., Harvard University (1972).

**Languages:** Arabic (3), Church Slavonic (1), French (4), German (3), Greek (1), Italian (2), Latin (2), Ottoman Turkish (1), Persian (3), Russian (3), Spanish (2), Turkish (1), Ukrainian (4).

**Courses:** Introduction to Visual Studies; Introduction to the Visual Culture of the Islamic World; Early Islamic Art and Architecture; Islamic City; Orientalism/Occidentalism; Art of Iran; Art of Al-Andalus.

**Overseas Research Experience:** Iran, Morocco, Syria, Tunisia, Turkey.

**Recent Publications:** Renata Holod and Tarek Kahlaoui, "Guarding a Well-Ordered Space on a Mediterranean Island" in A.A. Eger, ed. *On Frontiers* (18 pp., forthcoming) "Approaching the Mosque: Birth and Evolution" in *The World of the Mosque: Magnificent Designs*, Rizzoli (2017). Renata Holod and Tarek Kahlaoui "Jerba in the 3rd/9th century CE: Under Aghlabi Control?" in *The Aghlabids & their Neighbors: Art & Material Culture in Ninth-Century North Africa*, Glair D. Anderson, Corisande Fenwick, and Mariam Rosser-Owen, eds. (Leiden: Brill, HdO series), 21pp. (2017). Halenko, O., Rassamakin, Yu., Woodfin, W. T., Holod, R. "A Cuman Chief's Trophy from Chunhul Barrow: Reuse, Ritual Functions, and Symbolism", Part II *Arkheolohiia* 4, 42-71. (2016). Renata Holod and Olexandr Halenko "The severe landscapes of 'Mother Sarmatia': Steppe Ukraine in the eyes of a Polish gentleman in 1569" *Harvard Ukrainian Studies* 32, Festschrift for George Grabowicz 349-376 (2015).

**Representative Awards and Distinctions:** College Women Class of 1963 Term Chair in the Humanities, renewed 2014; Aga Khan Trust for Culture Grant, 2014; Festschrift "Envisioning Islamic Art and Architecture: Essays in Honor of Renata Holod" David J. Roxburgh, editor. Brill: Leiden, 2014; Islamic Environmental Research Centre Award for Outstanding Work in Islamic Architectural Studies (2004); Provost's Award for Mentorship of Graduate Students (2010)

**Dissertations Supervised:** 11

**Research Interests:** Architecture of Iran, 14th-16th Centuries; Architecture and Urban History; Architecture and Archaeology of the Mediterranean; Central Asia and the Iranian Highlands, 700-1300; Later Islamic Art

**Name:** HOLQUIST, PETER; Ronald S. Lauder Endowed Term Associate Professor, History; 20%

**Education:** B.A., Indiana University-Bloomington (1986); M.A., Columbia University (1989); M.Phil., Columbia University (1990); Ph.D., Columbia University (1995).

**Languages:** Russian (4), French (2), German (2).

**Courses:** Imperial Russia, 1689-1905; Issues and Themes in the History of Imperial Russia; The Soviet Century, 1905-2005; The World of Anna Karenina; World War I; BFS: The First World War, The Napoleonic Era through Tolstoy's War and Peace, Making and Breaking European Hegemony

**Overseas Research Experience:** Armenia, England, Estonia, Georgia, Russia.

**Recent Publications:** *The Holocaust in the East*, Co-edited with Michael David-Fox and Alexander Martin, Pittsburgh: University of Pittsburgh Press (2013); "Forms of Violence during the Russian Occupation of Ottoman Territory and in Northern Persia (Urmia and Astrabad), October 1914-December 1917," in *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian and Ottoman Borderlands*, eds. Eric Weitz and Omer Bartov (Bloomington, IN: Indiana University Press, 2013). *Fascination and Enmity: Russia and Germany as Entangled Histories, 1914-1945*, Co-edited with Michael David-Fox and Alexander Martin, Pittsburgh: University of Pittsburgh Press (2012)

**Representative Awards and Distinctions:** Richard S. Dunn Award for Distinguished Teaching, History Department, University of Pennsylvania, (Spring 2017) Andrew W. Mellon Foundation Fellow, Dorothy and Lewis B. Cullman Center for Scholars and Writers, New York Public Library, (2013-2014). ACLS/SSRC/NEH International and Area Studies Grant (2008-09); Harry Frank Guggenheim Research Grant (2008-09); Edwin C. and Elizabeth A. Whitehead Fellow at the School for Historical Studies, Institute for Advanced Study, Princeton (2008-09).

**Dissertations Supervised:** 2

**Research Interests:** Modern Russia; Modern Europe.

|  |
|--|
| <b>Name:</b> KAPLAN, AMY; Edward W. Kane Professor, English; 30% |
|--|

**Education:** Ph.D., Johns Hopkins University.

**Languages:** Arabic (1), French (3), Hebrew (1), Spanish (2).

**Courses:** Contact and Conflict: Literatures of Palestine and Israel.

**Recent Publications:** Vietnam War in Literature and Film, The American Novel, Literature and the American Prison, 19<sup>th</sup> Century US Imperialism "Imperial Melancholy in America", *Raritan* 28.3 (Winter 2009): 13-31; *The Anarchy of Empire and the Making of U.S. Culture*, Harvard University Press (2002).

**Representative Awards and Distinctions:** NEH Fellowship (2008); Norman Forster Prize for the Best Essay in American Literature for "Manifest Domesticity" (1998); President of the American Studies Association (2003).

**Research Interests:** American Empire; American Literature; Israeli-Palestinian Conflict in Literature.

**Dissertations Supervised:** 7

|  |
|--|
| <b>Name:</b> KASHANI-SABET, FIROOZEH; Walter H. Annenberg Professor, History; Director, Middle East Center; 100% |
|--|

**Education:** B.A., University of North Carolina-Chapel Hill (1989); M.A., Yale University (1997); M.Phil., Yale University (1997); Ph.D., Yale University (1997).

**Languages:** Arabic (3), French (4), German (3), Italian (2), Ottoman Turkish (3), Persian (4), Russian (1), Spanish (3), Turkish (2).

**Courses:** History of the Modern Middle East; From Gender to Jihad; Sex and Power in the Middle East; Middle East and the United States; Popular Culture in the Middle East; Ottoman Empire; Islam in a Global Perspective; Diplomacy in the Middle East; From Oil Fields to Soccer Fields: The Middle East in the 20<sup>th</sup> Century; Revolutionary Ideas, Ideas of Revolution in the Middle East; Women and Gender in the Middle East & North Africa; Nationalism in the Middle East

**Overseas Research Experience:** Iran, Turkey, United Kingdom.

**Publications:** Books: *Gender in Judaism and Islam: Common Lives, Uncommon Heritage*, co-edited by F. Kashani-Sabet and Beth Wenger (2014); *Conceiving Citizens: Women and the Politics of Motherhood in Iran* Oxford University Press (2011); *Martyrdom Street* (A Novel), Syracuse University Press, (2010); *Frontier Fictions: Shaping the Iranian Nation*, Princeton Univ. Press (1999)  
Advanced Contracts: *From Heroes to Hostages: A History of US-Iranian Relations* Princeton University Press (Forthcoming); *Tales of Trespassing: Borderland Histories of Iran, Iraq, and the Persian Gulf*, Cambridge University Press (Forthcoming).

**Academic Articles:** “Color Blind or Blinded by Color: Race, Ethnicity, and Identity in Iran,” Forthcoming); “Passing through the Persian Gulf: Histories of Commerce, Nature, and Consumption,” (Forthcoming); “Basrah: Migrants, Trade and Historical Change,” (Forthcoming) “From ‘Mahomet’ to the ‘Moslem Sunrise’: American Expressions of Islam,” (under peer review) “Dressing Up (or Down): Veils, Hats and Consumer Fashions in Interwar Iran,” in *Anti-Veiling Campaigns in the Muslim World*, edited by Stephanie Cronin (2014); “Portals of Persepolis: Nationalism in the Diplomacy of US-Iranian Relations, 1856-1911,” in *Rethinking Iranian Nationalism and Modernity*, edited by K. Aghaie and A. Marashi, University of Texas Press (2014); “Baluchistan: Nature, Empire and Ethnicity in Anglo-Iranian Relations,” *The Journal of the Middle East and Africa* (2013); “Freedom Springs Eternal,” Roundtable on the Iranian Revolution & Arab Spring, *International Journal of Middle East Studies*, February (2012); “American Crosses, Persian Crescents: Religion and the Diplomacy of US-Iranian Relations, 1834-1911,” special issue of *Iranian Studies* (2011); “Stepping out of the Womb: Women and the Politics of Reproduction (Fissell Forum),” *Journal of Women’s History* pp.195-199 (2010) “The Haves and the Have Nots: A History of Disability in Modern Iran,” *Iranian Studies* (2010); “The Politics of Reproduction: Maternalism and Women’s Hygiene in Iran, 1896-1941,” *International Journal of Middle East Studies (IJMES)* (2006)

**Dissertations Supervised: 7**

**Representative Awards and Distinctions:** Institute for Advanced Study, School of Social Science, Fellowship, Princeton University (2015-2016); US Department of Education, Title VI NRC and FLAS Awards, (2010-2014) Social Science Research Council, Academia and the Public Sphere Grant (2010-2011); Provost’s Interdisciplinary Seminar Fund, Univ. of Pennsylvania (2004, 2005, 2006); University Research Foundation Award, Univ. of Pennsylvania (2005); Bradley Foundation Fellowship (1997); Mellon Dissertation Writing Fellowship (1996-1997); Mellon Summer Research Grant (1995); Bradley Foundation Fellowship (1995); Smith Richardson Foundation Grant (1994-95); Yale Center for International and Area Studies Fellowship (1994-5); Enders Fellowship (1992-3); Yale University Fellowship (1991-93); Frank Porter Graham Chancellor’s Award (1989)

**Research Interests:** Modern Iran; Gender; Ethnicity and Border Conflicts; Nationalism; Reproductive Health and History of Science.

|   |
|---|
| <b>Name:</b> KAZANJIAN, DAVID; Professor, English (25%) |
|---|

**Education:** B.A., Stanford University (1989); M.A., University of Sussex (1990); Ph.D, University of California, Berkeley (1997)

**Languages:** Spanish (3), Turkish (3), Armenian (3)

**Courses:** Intro to Literary Theory: How to Read; Trash: The Novel; Marx and Marxism; History Literary Theory; Recent Issues in Critical Theory; Pirates, Sinners, and Castaways: Literature from the Other Atlantic

**Recent Publications:** “Self-Portrait as a Queered Armenian Studies,” Special Issue on Queering Armenian Studies, *Armenian Review* (2018); *The Brink of Freedom: Improvising Life in the Nineteenth-Century Atlantic World*. Durham: Duke University Press (2016). “Freedom’s Surprise: Two Paths through Slavery’s Archives.” *History of the Present: A Journal of Critical History* 6.2, 133-145 (2016);

**Dissertations Supervised: 6**

**Representative Awards and Distinctions:** Member, School of Social Science, Institute for Advanced Study (2016-17); Project Director, Andrew W. Mellon Sawyer Seminar (2012-2014)

**Research Interests:** 19th-Century American Literature; African American and Ethnic American Literatures; Early American Literature; Postcolonial and Transnational Literatures; Global English; African American Studies; Cinema and Media Studies; Gender and Sexuality Studies; Race, Empire, Postcolonialism; Transatlantic Studies

**Name:** KHAN, FARIHA; Associate Director, Asian-American Studies Program; 30%

**Education:** B.S., Drexel University (1991); M.A., Yale University (1994); M.A., University of Pennsylvania (2001); Ph. D. University of Pennsylvania (2008).

**Languages:** Arabic (2), Urdu (4).

**Courses:** Muslim Identity in America; South Asians in the U.S., Asian American Communities, Asian American Food

**Overseas Research Experience:** Pakistan.

**Recent Publications:** "Asian American Folklore". In *The Oxford Handbook of American Folklore and Folklife Studies*, edited by Simon J. Bronner. New York: Oxford University Press (forthcoming). "The Dars: South Asian Muslim American Women Negotiate Identity". *Journal of American Folklore* 128 (510): 395-411 (2015). "Bangladeshi American Youth: Migration, Memory, and Social Change." Paper at the American Folklore Society (2013); "Mapping South Asian American Muslim Identity." Paper presented at the Association for Asian American Studies (2011); "South Asian/Muslim/Americans and the Problematics of Ethnic Identity." Paper at the American Folklore Society (2007); "Asian American and Muslim?: South Asian Muslim Americans and Ethnic Identity." Paper at the Association for Asian American Studies (2007); "South Asian Communities." In *Encyclopedia of American Folklife*, edited by Simon J. Bronner. New York (2006).

**Representative Awards and Distinctions:** Women of Color Community Award (2017) Oracle Community Involvement Award (2014), Dr. Rosane Rocher Award (2009), Penn Prize for Excellence in Teaching by Graduate Students (2001); Samuel L. Fels Fellowship at the Balch Institute for Ethnic Studies (1998).

**Research Interests:** Asian-American Ethnicity; Muslim American Identity; Community Service and Activism

**Name:** KRAIDY, MARWAN; Professor, Anthony Shadid Chair in Global Media, Politics & Culture, Annenberg School for Communication; 75%

**Education:** B.A., Notre-Dame University (1989); M.A., Ohio University (1992); Ph.D., Ohio University (1994).

**Languages:** Arabic (4), French (4), German (1), Spanish (3).

**Courses:** Culture and Modernity in the Arab Media Revolution; Comparative and Global Media Systems; Theory and History in Global Communication.

**Overseas Research Experience:** France, Jordan, Kuwait, Lebanon, United Kingdom, United Arab Emirates.

**Recent Publications:** "Revisiting Hypermedia Space in the Era of Islamic State", *The Communication Review*, 20(3), 1-7 (2017) *The Naked Blogger of Cairo: Creative Insurgency in the Arab World*, Harvard University Press (2016); *Global Media Studies* (with Toby Miller, Polity, 2016); *American Studies Encounters the Middle East* (with Alex Lubin, University of North Carolina Press, 2016). *Reality TV and Arab Politics: Contention in Public Life*. Cambridge: Cambridge University Press (2013);

**Dissertations Supervised:** 5

**Relevant Awards and Distinctions:** Guggenheim Fellowship (2011), Carnegie Fellow (2016), Best Book Award International Communication Association's; Division of Global Communication and Social Change (2017); National Endowment for the Humanities 2016; American Council of Learned Societies (2015)

**Research Interests:** Role of Media Institutions in Shaping Social Experiences of Modernity in the Non-West; Arab News; Arab Reality TV; Media and Nationalism.



**Name:** LEVENTHAL, RICHARD; Professor, Anthropology; Curator, American Section, University of Pennsylvania Museum of Art and Archaeology; Executive Director of the Penn Cultural Heritage Center 20%

**Education:** B.A., Harvard University (1974); Ph.D., Harvard University (1979)

**Languages:** Spanish (4)

**Courses:** Public Policy, Museums, and the Ethics of Cultural Heritage; Ethics, Archaeology, Cultural Heritage

**Overseas Research Experience:** Yucatan, Mexico; Central America; Italy; Iraq

**Recent Publications:** "Questioning the Status of Land as Commodity in Maya, Quintana Roo and Belize," by Tiffany C. Cain and Richard M. Leventhal, in *The Value of Things: Prehistoric to Contemporary Commodities in the Maya Region*, edited by Jennifer P. Mathews and Thomas H. Guderjan, University of Arizona Press (2017); "Implementing Underwater Cultural Heritage 'Best Practices' in the Mediterranean: the Noto meeting and Statement," by J. Leidwanger, B. I. Daniels, E. S. Greene, R. M. Leventhal, S. Tusa; in the *International Journal of Nautical Archaeology*, Vol. 43, no. 2, pages 453-457 (2014); "The Community Heritage Project in Tihosuco, Quintana Roo, Mexico," in *Public Archaeology*, Vol. 13, Nos. 1-3, pages 213-225 (2014); *Why Museums Matter: Community and Morality in the 21st Century*, Richard M. Leventhal and Brian I Daniels (2013); *Excavations in the Copan Valley, 1976-1977*, by Richard M. Leventhal, Peabody Museum Papers, Harvard University, Cambridge, MA. (2012)

**Representative Awards and Distinctions:** Tihosuco Heritage Preservation and Community Development Project, Penn Global Engagement Fund (2018); Heritage Preservation in Iraq and Syria, Kaplan Fund (2017); NSF Dissertation Grant, Tiffany C. Cain (2017); Heritage Training in Iraq, Kaplan Fund (2015-2016); Collaborative Research: BCC: Developing a Research Community and Capacity for the Study of Cultural Heritage in Conflict, NSF (2014-2016)

**Research Interests:** Cultural Heritage Preservation and Economic Development; Implementation Models for Heritage Preservation and Development in Mexico, Syria, Iraq, and other locations throughout the world; Activefield Program in the Maya Yucatan of Mexico; Museums and Monuments in the 21st Century; Ancient Mesoamerica; Intellectual History of American Archaeology

**Name:** LOWRY, JOSEPH; Associate Professor, Near Eastern Languages and Civilizations; 100%

**Education:** B.A., University of Washington (1980); J.D., University of Pennsylvania (1990); M.A., University of Pennsylvania (1991); Ph.D., University of Pennsylvania (1999).

**Languages:** Arabic (4), Aramaic (3), French (2), German (4), Italian (1), Hebrew (1), Persian (3), Spanish (1), Urdu (1).

**Courses:** Introduction to the Qur'an; Introduction to Islamic Law; Islamic Intellectual Tradition; Approaches to Islamic Law; Readings in Qur'an and Tafsir; Introduction to Classical Arabic Texts; Seminar in Islamic Studies; Readings in Judeo-Arabic.

**Overseas Research Experience:** Egypt, Saudi Arabia, United Arab Emirates, Yemen.

**Recent Publications:** *Arabic Humanities, Islamic Thought: Essays in Honor of Everett K. Rowson*. Co-ed Shawkat M. Toorawa. Leiden: Brill (2017) *The Epistle on Legal Theory*, al-Shāfi'ī (D. 204 H./820 A.D.). Editor and Translator. Library of Arabic Literature New York: New York University Press, (2013); *Essays in Arabic Literary Biography, 1350-1830*. Co-edited with Devin J. Stewart. Wiesbaden: Harrassowitz (2009); "When Less is More: Law and Commandment in Surat al-An'am," *Journal of Qur'anic Studies* (2008), pp. 264-284. "Law, Structure, and Meaning in Sūrat al-Baqarah," forthcoming in the *Journal of the International Qur'anic Studies Association*. "Law," *Oxford Handbook of Qur'anic Studies*, ed. M. Shah, Oxford University Press, (forthcoming). "Exculpatory

Language in the Qur'an: A Survey of Terms, Themes, and Theologies," *Mélanges de l'Université Saint-Joseph* LXVI (2015-2016). "Reading the Qur'an as a Law Book," *Yale Law School – Occasional Papers*, (2015)

**Representative Awards and Distinctions:** Center for Judaic Studies (2002); MESA Malcolm H. Kerr Dissertation Award (2000); American Association of Teachers of Arabic Translation, First Prize (1989).

**Dissertations Supervised:** 8

**Research Interests:** Islamic Law; Arabic Literature; Classical Islamic Thought; Qur'an; Early Islam.

|   |
|---|
| <b>Name:</b> LUSTICK, IAN; Bess W. Heyman Endowed Chair in the School of Arts and Sciences; Professor, Political Science; 75% |
|---|

**Education:** B.A., Brandeis University (1971); M.A., University of California-Berkeley (1972); Ph.D., University of California-Berkeley (1976).

**Languages:** French (3), Arabic (2), Hebrew (2).

**Courses:** International Relations of the Middle East; Arab-Israeli Relations; Comparative Politics; Arab-Israeli Conflict; Political Identities and Political Institutions, Hegemonic Analysis, Politics, Complexity, and Evolution

**Overseas Research Experience:** Algeria, Egypt, Gaza, France, Ireland, Israel, Jordan, United Kingdom, West Bank.

**Recent Publications:** "The Balfour Declaration as a Radical and Accidentally Relevant Document," *Middle East Policy* (forthcoming, November 2017), "Review Essay 'A Political Theory for the Jewish People.'" *Quest: Issues in Contemporary Jewish History*, (forthcoming, 2017) "An Agent-Based Model of Counterfactual Opportunities for Reducing Atrocities in Syria, 2011-2014," with Miguel Garces and Thomas McCauley, *Washington, D.C.: Simon-Skjoldt Center for the Prevention of Genocide*, Holocaust Memorial Museum (2017). "Four Constructions of the Holocaust in Israeli Political Culture" *Contemporary Jewry* (April 2017) Vol. 37: 125–170 Response from Jeffrey Kopstein / Response from Dan Michman et al / Response from Avinoam J. Patt / Response from Yael Zerubavel / Lustick response to comments; "Making Sense of the Nakba: Ari Shavit, Baruch Marzel, and Zionist Claims to Territory," *Journal of Palestine Studies* Vol. XLIV, No. 2, Winter 2015: 7-27.; "Places vs. Spaces for Palestinians and Jews," *Perspectives*, Spring 2014.; "Mah Shechashuv ze Ketzad Sofrim: Manipulatziot Statistiot Kepitaron le 'Ba'ayah Hademographi' shel Yisrael," *HaMerchav HaTziburi*, 8, Winter 2014.

**Representative Awards and Distinctions:** Chair, Hourani Book Prize Committee MESA (2008); Award Committee Member, Woodrow Wilson Foundation Award, APSA (2006); National Science Foundation Grant (2003-05); Merriam Term Chair (2001-04); Carnegie Corporation Research Grant (2000-2002).

**Dissertations Supervised:** 15

**Research Interests:** Arab-Israeli Conflict; Ethnic Conflict and State-Building; Israeli Society and National Identity; Agent Based Modeling and Macro-Level Theorizing; Social Science Methodology.

**Research Interests:** Law in the Contemporary Middle East; Human Rights and International Law; Women's Rights; Comparative Law; Globalization.

|   |
|---|
| <b>Name:</b> MCMILLEN, MICHAEL; Lecturer-in-Law, Wharton School of Business; 100% |
|---|

**Education:** B.B.A., University of Wisconsin-Madison (1972), M.D., Albert Einstein College of Medicine (1976), J.D., University of Wisconsin-Madison (1982).

**Courses:** Islamic Finance

**Overseas Research Experience:** Saudi Arabia, United Arab Emirates, United Kingdom.

**Recent Publications:** “Enforceable and Unenforceable Promises under Secular Law and Islamic Shari’ah”, in the *Proceedings of the Fifteenth Annual Shariah Board Conference of the Accounting and Auditing Organisation for Islamic Financial Institutions* (2017); *The Way Forward for Islamic Finance: A View from 2016*, Banker Middle East (2016); “Islamic Finance and Investment in U.S. Expected to Grow”, 248, No. 8, *New York Law Journal*, (2012); *Islamic Capital Markets for United States Parties: Overview and Select Shari'ah Governance Elements* (August 14, 2013); *Modern Islamic Finance and Investment* book series for Informa Professional Academy (2013); *Inside the Minds: Financial Services Enforcement and Compliance*, Aspatore Books (2014); regularly appearing articles as Islamic Finance Columnist for The National, United Arab Emirates

**Representative Awards and Distinctions:** Partner, Fulbright & Jaworski, L.L.P. (2008 to present); American Bar Association, Member Islamic Finance Committee of the International Law Section, Chairman (2007 - Present); Euromoney award for Best Legal Advisor in Islamic Finance (2004 and 2007); Sheikh Mohammed Bin Rashid Al-Maktoum award for Best Legal Advisor in Islamic Finance (2007).

**Research Interests:** Securities and Capital Markets Laws; Use of Trusts and Trust Concepts in Capital Markets Transactions; Enforceability of Shari’a in Different Jurisdictions throughout the World; Islamic Finance; Project Finance.

|   |
|---|
| <b>Name:</b> MIARI, IBRAHIM; Hebrew Language Lecturer, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** ACE, Western Galilee College (1997); MFA, Boston University (2009)

**Languages:** Hebrew (4), Arabic (4)

**Courses:** Intermediate Modern Hebrew IV; Intermediate Modern Hebrew V

**Overseas Research Experience:** Israel, Europe

**Language Pedagogy Experience:** ACTFL Modified Oral Proficiency Interview (MOPI) in Hebrew, Hebrew College (2012); STARTALK, Arabic Language Teacher’s Training Certificate, at Boston University (2010 and 2011); ACTFL Modified Oral Proficiency Interview (OPI) in Arabic, Boston University (2011)

**Research Interests:** Arabic and Hebrew language education; Fine arts, theater and film acting

|   |
|---|
| <b>Name:</b> MILLER, NAOMI; Consulting Scholar, Near East Section of University of Pennsylvania Museum, Anthropology; 75% |
|---|

**Education:** B.A, University of Michigan (1972); M.A, University of Michigan (1973), Ph.D, University of Michigan (1982).

**Languages:** French (3), German (2), Turkish (2)

**Courses:** Introduction to Archaeobotany; Apprentice Teaching of Archaeobotany; Near Eastern Prehistory

**Overseas Research Experience:** Turkey, Sudan, Georgia, Turkmenistan, Syria, Iran, Sudan, Italy, Tunisia, Mexico

**Recent Publications:** *Botanical Aspects of Environment and Economy at Gordion, Turkey*. University of Pennsylvania Museum, Philadelphia (2010); Miller, Naomi F., Philip Jones, and Holly Pittman. “Sign and Image: Representations of plants on the Warka Vase of early Mesopotamia”. *Origini* 39: 53-73 (2016); “Archaeobotanical and botanical activities.” In *El-Kurru 2015-16* (2016); Miller, Naomi F., Philip H. Jones, and Holly Pittman. “The ethnobiology of the Warka Vase. Revised version” (2015); Miller, Naomi F., Robert N. Spengler, and Michael Frachetti. “Millet cultivation across Eurasia: Origins, spread, and the influence of seasonal climate.” *The Holocene* 26: 1566-1575 (2016) Miller, Naomi F. “Rainfall seasonality and the spread of millet



cultivation in Eurasia.” Iranian Journal of Archaeological Studies 5: 1-10 (2015); “Gordion.” In *The Archaeology of Food: An Encyclopedia*, vol. 1, eds. Mary Beaudry and Karen Metheny, pp. 239-241, Rowman and Littlefield, Lanham, Maryland (2015); “Vegetation proxy data and climate reconstruction.” In *Ancient Plants and People. Contemporary Trends in Archaeobotany*, eds. M. Madella, C. Lanceolotti, and M. Savard, pp. 120-134, University of Arizona Press, Tucson (2015); Miller, Naomi F. and Dirk Enneking. “Bitter vetch: Ancient medicinal crop and farmer's favorite for feeding livestock.” In *New Lives for Ancient Crops*, ed. Paul E. Minnis, pp. 259-268. University of Arizona Press, Tucson (2014)

**Representative Awards and Distinctions:** Society for American Archaeology, Fryxell Award for Interdisciplinary Research (2017); American Institute of Archaeology National Lecture Program (2016-2017); Senior Fellow, TOPOI-The Formation and Transformation of Space and Knowledge in Ancient Civilizations (2011); Acknowledged for my contribution to the Farabi International Award-winning book, *The Origins of State Organization in Prehistoric Highland Fars, Southern Iran*, by Abbas Alizadeh (2010)

**Research Interests:** Ancient environment and land use systems (especially in the Near East); Complex societies (especially their agricultural base); Plants in the service of site and landscape preservation; Mesopotamian plant iconography

**Name:** NORTON, ANNE; Graduate Chair and Professor, Political Science; 50%

**Education:** B.A., University of Chicago (1977); M.A., University of Chicago (1979); Ph.D., University of Chicago (1982).

**Languages:** Arabic (1), French (3), German (1).

**Courses:** Muslim Political Thought; Contemporary Political Philosophy; Popular Culture: Islam in the West; Modern Political Theory.

**Overseas Research Experience:** Belgium, Egypt, France, Georgia, India, Mexico, the Netherlands, Norway, Turkey, Tunisia, United Kingdom.

**Recent Publications:** “Perestroika and the Struggle for Politics” Perspectives on Politics, Volume 13, Issue 2 (2015). *On the Muslim Question*, Princeton: Princeton University Press (2013); “Call Me Ishmael,” in *Derrida and the Time of the Political*. Eds. Pheng Cheah and Suzanne Guerlac. Berkeley: University of California Press (2009); “Seeing in the Dark,” *Theory and Event*, no. 10:1 (2007).

**Dissertations Supervised:** 10

**Research Interests:** Political Theory; Comparative Politics and Culture; Comparative Literature.

**Name:** O’LEARY, BRENDAN; Lauder Professor of Political Science, Political Science; Director, University of Pennsylvania Program in Ethnic Conflict; 35%

**Education:** B.A., University of Oxford, (1981); Ph.D., London School of Economics (1988).

**Languages:** Arabic (1), French (2), Kurdish (1).

**Courses:** The Politics of Contemporary Iraq; Power Sharing in Deeply Divided Places; Federations: Successes & Failures, Genocide & Ethnic Expulsions.

**Overseas Research Experience:** Iraq (Kurdistan), Ireland, Nepal, Somalia, the Sudan.

**Recent Publications:** *Courts and Consociations: Human Rights versus Power Sharing* (Oxford: Oxford University Press) w/C. McCrudden. (2013); *How to Get Out of Iraq with Integrity*. Philadelphia: University of Pennsylvania Press (2009); *Invest in the Future: An Official Publication of the Kurdistan Regional Government*. London and

Washington, D.C.: Newsdesk Publications (2009); *Terror, Insurgency and the State: Ending Protracted Conflicts*. Co-edited with Marianne Heiberg and John Tirman. Philadelphia: University of Pennsylvania Press (2007).

**Representative Awards and Distinctions:** ENMISA Distinguished Scholar Award of the International Studies Association (2017); Elected Fellow of the Royal Society of Arts and Letters (2016); Elected to Honorary Member of the Royal Irish Academy (2016); Elected Member Council on Foreign Relations (US) (2016); Inaugural Winner of Juan Linz Prize of the International Political Science Association for life-time contributions to the study federalism, democratization and ethnic conflict (2015); Member of Ireland's Inaugural Foreign Policy Network (2015); Joint winner Harrison Prize, Political Studies Association, best article in Political Studies 2009 (2010); International Constitutional Advisor to the Kurdish Regional Parliament and Governments (2004); Director, Solomon Asch Center for the Study of Ethnopolitical Conflict (2002-07); Rockefeller Foundation Residential Fellowship in Bellagio, Italy (2002); U.S. Institute of Peace Award held with John McGarry (1998-2001).

**Dissertations Supervised:** 7

**Research Interests:** Comparative Politics; Power-Sharing in Deeply Divided Places; Nationalism and National Self-Determination; National and Ethnic Conflict Regulation; Constitutional Design.

|   |
|---|
| <b>Name:</b> OLSZEWSKI, DEBORAH; Adjunct Professor, Anthropology; 50% |
|---|

**Education:** Ph.D, University of Arizona (1984); M.A, University of Arizona (1977); B.A, University of Arizona (1975)

**Languages:** French (3), German (3), Russian (3), Spanish (3), Arabic (1), Hawaiian (1)

**Courses:** The Neolithic "Revolution", Becoming Human, Old World Paleolithic, Lithic analysis, Introduction to Archaeology, Human Evolution

**Overseas Research Experience:** Jordan, Morocco, Egypt, Cyprus, France,

**Recent Publications:** *Archaeological Variability and Interpretation in Global Perspective*. Sullivan, A. and D.I. Olszewski (eds.), Boulder, CO: University of Colorado Press (Forthcoming); *Archaeology and Humanity's Story. A Brief Introduction to World Prehistory*. New York: Oxford University Press (2016); "Reductive Technology and the Early Epipaleolithic of the Middle East and North Africa". In *Archaeological Variability and Interpretation in Global Perspective*, A. Sullivan and D.I. Olszewski (eds.), pp.113-147. Boulder: University of Colorado Press (Forthcoming); "Persistent and Ephemeral Places in the Early Epipaleolithic in the Wadi al-Hasa Region of the Western Highlands of Jordan" Olszewski, D.I. and M. al-Nahar, *Quaternary International* (special issue) 396: 20-30 (2016); "Early Epipaleolithic Lithics, Time-Averaging, and Site Interpretations Wadi al-Hasa Region, Western Highlands of Jordan", Olszewski, D.I. and M. al-Nahar. *Quaternary International* (special issue) 396: 40-51 (2016). "Differential Bone Preservation and Human Hunting at the Early Epipaleolithic Site of Tor at-Tareeq (WHS 1065)", Samei, S., N. Munro, M. Kennerty, M. al-Nahar, and D.I. Olszewski. *Jordan. Quaternary International* (special issue) 396: 52-61 (2016); "On the Industrial Attributions of the Aterian and Mousterian of the Maghreb". D.I. Olszewski et al. *Journal of Human Evolution* 64: 194-210 (2013)

**Representative Awards and Distinctions:** National Science Foundation REU Supplemental Grant (2012, 2011, 2010); National Science Foundation Grant (2009, 2005); Leakey Foundation Grant (2008, 2001); National Endowment for the Humanities Grant (2002);

**Research Interests:** Prehistoric hunter-gatherer adaptations; origins of agriculture; Middle Eastern, Egyptian, and North African Paleolithic, Epipaleolithic, and Neolithic; applications of chipped and ground stone analyses; American Southwest; European Paleolithic and Mesolithic; pre-Contact Hawai'i.

**Name:** OUSTERHOUT, ROBERT G.; Professor, Art History; Chair of Art and Archaeology, the Mediterranean World Graduate Group; Director, Center for Ancient Studies; 60%

**Education:** B.A., University of Oregon (1973), M.A., University of Cincinnati (1977), Ph.D., University of Illinois Urbana-Champaign (1982).

**Languages:** Greek (3), Turkish (2).

**Courses:** Byzantine Art and Architecture; Archaeologists and Travelers in Ottoman Lands, Art Before 1400, Architecture and Identity, Eastern Medieval Architecture, the Arts of Constantinople

**Overseas Research Experience:** Greece, Turkey.

**Recent Publications** *Visualizing Community: Art Material Culture, and Settlement in Byzantine Cappadocia*, *Dumbarton Oaks Studies* 46 (Washington, D.C., 2017). *Palmyra 1885: The Wolfe Expedition and the Photographs of John Henry Haynes, with B. Anderson* (Istanbul: Cornucopia, 2016) *John Henry Haynes: Archaeologist and Photographer in the Ottoman Empire 1881-1900* (2nd revised edition, Istanbul: Cornucopia, (2016) "Architecture and Patronage in the Age of John II," in John II Komnenos, Emperor of Byzantium: in the Shadow of Father and Son, eds. A. Bucossi and A. Rodriguez-Suarez ), 135-54. (Farnham: Ashgate, 2016); "Sightlines, hagioscopes, and church planning in Byzantine Cappadocia," *Art History* 39/5 (2016); "The Life and Afterlife of Constantine's Column," *Journal of Roman Archaeology* 27 304-26 (2014)

**Research Interests:** Documentation and Interpretation of the Vanishing Architectural Heritage of the Eastern Mediterranean; Architecture, Monumental Art, and Urbanism in Medieval Turkey, Greece, and Israel.

**Representative Awards and Distinctions:** Dumbarton Oaks Fellowship, (2012-2013), Dumbarton Oaks Board of Senior Fellows (2012-2015), Penn SAS Research Opportunity Grant (2014).

**Name:** OZMUCUR, SULEYMAN; Visiting Professor, Economics; 25%

**Education:** B.A., Bogaziçi University (1973); M.A., Manchester University (1974); Ph.D., Istanbul University (1976).

**Languages:** Turkish (4).

**Courses:** International Economics; Statistics for Economists; Principles of Economics.

**Overseas Research Experience:** Turkey.

**Recent Publications:** "High-Mixed-Frequency Dynamic Latent Factor Forecasting Models for GDP in the Philippines". *Estudios de Economia Aplicada*, Vol. 33, No.2 (May 2015). pp. 451-462. (with Roberto S. Mariano). "The Use of Consumer and Business Surveys in Forecasting, Economic Modelling", Vol 27, Issue 6 (November 2010), pp. 1453-1462; "Estimation of the US Treasury Yield Curve at Daily and Intra-Daily Frequency", Chapter 10 in *The Making of National Economic Forecasts*, edited by L.R. Klein, 2009, Edward Elgar Publishing; "Current Quarter Model for Turkey", Chapter 9 in *The Making of National Economic Forecasts*, edited by L.R. Klein, 2009, Edward Elgar Publishing.

"Internal Migration, Household Size and Income Inequality in Turkey", chapter 18 in *Advances on Income Inequality and Concentration Measures*, edited by G. Betti and A. Lemmi., Routledge Frontiers of Political Economy , 2008.

**Representative Awards and Distinctions:** Arthur H. Cole Prize in Economic History (2002); Franz Edelman Operations Research and Management Science Achievement Finalist Award (1988); Social Science Research Council Research Studentship in Economic and Social Studies, Manchester University (1973-74).

**Research Interests:** Forecasting; Econometric Modeling; Economic History.

**Name:** PITTMAN, HOLLY; Bok Family Professor in the Humanities, Art History; Curator, the Near East Section at the Penn Museum; 100%

**Education:** B.A., State University of New York-Binghamton (1971); M.A., Columbia University (1975); M.Phil., Columbia University (1977); Ph.D., Columbia University (1989).

**Courses:** Art and Architecture of Egypt and Mesopotamia; Art of Ancient Iran; Asia and Egypt in the Early/Middle Bronze Age.

**Overseas Research Experience:** Cyprus, Iran, Iraq, Syria, Turkey.

**Recent Publications:** "Mobile or Stationary: Chemical Analysis of Clay Administrative Devices from Tell Brak in the Late Uruk Period, in Minc, Leah (ed.) with M.J. Blackman, *Journal of Archaeological Science Reports Special Issue: the Uruk Expansion* (2016) "Hybrid Imagery and Cultural Identity in the Bronze Age of Exchange: Halil River Basin and Sumer meet in Margiana," My Life is like the Summer Rose" Papers in honor of Maruzio Tose for his 70th Birthday. Editors C.C. Lamberg Karlovsky, B. Genito, B. Cerrasti BAR International Series 2690:625-636. (2014); "Eastern Iran in the Early Bronze Age," 304-324. in *The Oxford Handbook of Ancient Iran* edited by Daniel Potts. Oxford University Press.(2014)

**Representative Awards and Distinctions:** Vice-President and Trustee-at-Large, American Institute of Iranian Studies (AIIRS); Senior Fellow, Louis J. Kolb Foundation (2001-02); Selection Committee, Andrew W. Mellon Fellowships in Humanistic Studies (2001-02).

**Dissertations Supervised:** 5

**Research Interests:** Ancient Near Eastern Art; Glyptic Art.

**Name:** PRICE, MONROE; Adjunct Professor, Annenberg School for Communication; Director, Center for Global Communication Studies; 35%

**Education:** B.A., Yale University (1960); J.D., Yale Law School (1964).

**Courses:** International Communication: Power and Flow; Media and Sovereignty: Comparative Approaches to Regulation of the Media; Introduction to Mass Media Institutions; Shaping Communications Policy in the Obama Administration.

**Overseas Research Experience:** Australia, China, Hungary, India, Iraq, Jordan, Russia, United Kingdom.

**Recent Publications:** *Free Expression, Globalism, and the New Strategic Communication*. Cambridge University Press (2015); *Internet Governance: The NETmundial Roadmap*. USC Annenberg Press, (2014) *Routledge Handbook of Media Law*. Routledge (2013). (ed) *Objects of Remembrance: American Opportunities and Viennese Dreams*. Budapest: CEU Press (2009); "End of Television and Foreign Policy," *The Annals* 625:1 (September 2009); "Governance, Globalism and Satellites" for special issue of *Global Media and Communications Journal* on "European Satellite Cultures: Challenges to Media Policies and National Identities" (December 2008); *Owning the Olympics: Narratives of the New China*. Edited with Daniel Dayan. Michigan: Digital Culture Books (2008). *Broadcasting, Voice, and Accountability: A Public Interest Approach to Policy, Law, and Regulation*. Michigan: Digital Culture Books (2008)

**Dissertations Supervised:** 2

**Research Interests:** Media Law and Policy; Media and Sovereignty; Media and Transition in Post-Soviet Societies; Crisis States; Issues of Satellite Regulation; Religion and Communication; Media Assistance and Democratization.

**Name:** REDROBE, KAREN; Elliot and Roslyn Jaffe Endowed Professor, Art History; Director of Wolf Humanities Center (25%)

**Education:** B.A., Cambridge (1992); M.A., Princeton (1997), Ph.D., Princeton (1999).

**Courses:** Art and Resistance; Global Film Theory; Cinema and Civil Rights; War and Film (Afghanistan and Iraq); Introduction to Film Theory; The Place of Film Theory; The Art of Animation Cinema and Photography; Race; Sex and Gender in Early Cinema; Women and Film; Film History; The Road Movie; and Paul Strand

**Overseas Research Experience:** Australia, Germany

**Recent Publications:** Animating Film Theory, ed. Karen Beckman (Duke UP, March 2014, Reprinted 2015); On Writing With Photography ed. Karen Beckman and Liliane Weissberg (U of Minnesota P, 2013); Crash: Cinema and the Politics of Speed and Stasis (Duke UP, August 2010) "The Risk of Tolerance: Feminist Killjoys, the Creative Humanities and the Belligerent University." Forthcoming in The Routledge Companion to Risk and Media, ed. Bhaskar Sarkar and Bishnupriya Ghosh (forthcoming 2018) "Thinking Like a Holy Girl: A Philosophy of Grandma's Bedroom." Forthcoming in Auteurs: Women across Generations, World, and Media, eds. Ivone Margulies and Jeremi Szaniawski (2017) "Black Media Matters: The Bombing of Osage Avenue (Louis Massiah, written and narrated by Toni Cade Bambara, 1986), Film Quarterly 68.4 (2015) "The Tortoise, the Hare, and the Constitutive Outsiders: Re-Framing Fast and Slow Cinemas" Cinema Journal 55.2 (2015)

**Representative Awards and Distinctions:** Humanities Research Center Visiting Fellow Grant, Australian National University (2017); SAS Faculty Working Group Grant (\$5,000) for Object-Based Learning Initiatives (2015); SAS Conference Support Grant (2013)

**Research Interests:** Role of film theory in the 21st century; war and the academy; violence and media; community media; animation theory; feminism and terrorism; death penalty photography; the relationship between cinema and contemporary art; cinematic tempo

**Name:** RISTVET, LAUREN; Assistant Professor, Anthropology; 100%

**Education:** B.A., Yale University (1999); M.Phil., Cambridge University (2000); Ph.D., Cambridge University (2005).

**Courses:** Nineveh, Babylon, and Persepolis; Empires: From Akkad to America; Archaeologies and Empires; Space, Rituals, Performance, and Politics; Syrian Palaces.

**Overseas Research Experience:** Azerbaijan, Syria.

**Recent Publications:** "Last Day at Hasanlu: An Iron Age City Frozen in Time," with K. Burge. Expedition 60, pp. 75-81 (2018); Translation: *Azərbaycan tarixi: numizmatik materiallar əsasında*, by A. Seyidov, A. Quliyev, and R. Rzayev, (Baku: Azərbaycan Milli Elmlər Akademiyası). (2017); "Illuminating a Dark Age: New Work at Satu Qala, Iraq" with C. Pappi. Expedition 55, pp. 8-9 (2014); "Between Ritual and Theater: Political Performance in Seleucid Babylonia," World Archaeology. Archaeology of Performance 45 (4): 256-269. (2014); *Ritual, Performance, and Politics in the Ancient Near East* Cambridge University Press, (2014); *In the Beginning: World History from Human Evolution to the First States*. Columbus: McGraw-Hill (2007).

**Representative Awards and Distinctions:** National Science Foundation, "Collaborative Research: Urbanism in the Iron Age South Caucasus: Archaeological Investigations in Naxçıvan, Azerbaijan," (2014-2017); Principal Investigator, Director's Field Funds, Penn Museum (2014); Principal Investigator, National Geographic Society, NGS-Waite Grant, Land of Idu Project (2014); Faculty Fellow, Penn Humanities Forum (2012)

**Research Interests:** Anthropology and Archaeology of the Near East.



**Name:** ROSE, C. BRIAN; James B. Pritchard Professor of Archaeology; Professor, Classical Studies; Curator, University of Pennsylvania Museum of Archaeology and Anthropology; 50%

**Education:** B.A., Haverford College (1978); M.A., Columbia University (1980); M.Phil., Columbia University (1982); Ph.D., Columbia University (1987).

**Languages:** Greek, Latin, Persian, Turkish.

**Courses:** Archaeology of Troy and Gordion; Roman Topography; Roman Art and Architecture; Augustan Rome; Roman Republican Sculpture, Architecture, and Coinage.

**Overseas Research Experience:** Greece, Italy, Turkey.

**Recent Publications:** *The Archaeology of Greek and Roman Troy*, Cambridge University Press, (2013). "City and Citadel at Troy from the Late Bronze Age through the Roman Period (with Carolyn Aslan), in *Cities and Citadels in Turkey from the Iron Age through the Ottomans* Redford, Scott and Nina Ergin (Eds.), Peeters Press (2013), 7-38.m "A New Relief of Antiochus of Commagene and other Stone Sculpture from Zeugma," in Aylward, William (Ed.), *Excavations at Zeugma conducted by Oxford Archaeology* (Packard Humanities Institute, 2013), 220-231.

**Representative Awards and Distinctions:** Conference 'Master' and Keynote speaker, University of Groningen, Netherlands (2015); Kemp Lecturer in the Humanities, University of Missouri (2015); Martin Ostwald Memorial Lecturer at Swarthmore College (2015); Vartan Gregorian Professor of the Humanities (2014); Leiden University, NL: Spinoza Visiting Professor, Fall term (2013); Member, Board of Directors, CAORC; President, Archaeological Institute of America (AIA) (2007-Present); Board of Directors, American Research Institute in Turkey (1994-1999, 2007-Present); Trustee, American Academy in Rome (2001-Present); Elected Corresponding Member, German Archaeological Institute (2006); Louis J. Kolb Senior Fellow, University of Pennsylvania Museum of Archaeology and Anthropology (2007); National Endowment for the Humanities Fellowship (2004-05); Award for Distinguished Scholarship, McMicken Dean's Awards for Faculty Excellence (1995).

**Dissertations Supervised:** 27

**Research Interests:** Mediterranean Archaeology; Roman Art.

**Name:** ROSEN, RALPH M.; Vartan Gregorian Professor of the Humanities, Classical Studies; Associate Dean, School of Arts and Sciences; 10%

**Education:** B.A., Swarthmore College (1977); M.A., Harvard University (1979); Ph.D., Harvard University (1983).

**Languages:** Greek, Latin.

**Courses:** Ancient Theater; Sex and Gender in Greece and Rome; Ancient Medicine; Scandalous Arts in Ancient and Modern Societies; Classical Origins of Literary Theory; Roman Satire; Graduate Seminars in Greek Poetry and Prose.

**Overseas Research Experience:** Greece, Italy, United Kingdom.

**Recent Publications:** *Aristophanes and Politics* (co-edited with Helene Foley), forthcoming Leiden: Brill, (2018). *Hip Sublime: Beat Writers and The Classical Tradition* (co-edited with Sheila H. Murnaghan), Ohio University Press, (2018). "Satire, Symposia, and the Formation of Poetic Genre," in: *The Cup of Song*, ed., V. Cazzato and E. Prodi, Oxford U. Press, 140-58 (2017). *Ancient Concepts of the Hippocratic* (co-edited with Lesley Dean-Jones), Leiden: Brill (2015). *Making Mockery: The Poetics of Ancient Satire*. Oxford: Oxford University Press (2007); *Kakos: Badness and Anti-Value in Classical Antiquity*. Co-edited with Ineke Sluiter. Boston: Brill (2008); *City, Countryside and the Spatial Organization of Value in Classical Antiquity*. Co-edited with Ineke Sluiter. Boston: Brill (2006); *Free Speech in Classical Antiquity*. Co-edited with Ineke Sluiter. Boston: Brill (2004).

**Representative Awards and Distinctions:** Conference ‘Master’ and Keynote speaker, University of Groningen, Netherlands (2015), Martin Ostwald Memorial Lecturer at Swarthmore College (2015), Kemp Lecturer in the Humanities, University of Missouri (2015) Vartan Gregorian Professor of the Humanities (2014) Leiden University, NL: Spinoza Visiting Professor, Fall term (2013)

**Dissertations Supervised:** 7

**Research Interests:** Greek Literature and Intellectual History; Ancient Comic and Satirical Poetic Genres; Ancient Medicine.

|  |
|--|
| <b>Name:</b> RUDERMAN, DAVID; Joseph Meyerhoff Professor of Modern Jewish History, History; 100% |
|--|

**Education:** B.A, City College of New York (1966); M.A., Columbia University (1968); Ph.D, Hebrew University (1974).

**Languages:** Hebrew (4), Italian (2), German (2), Latin (2), Aramaic (2), Spanish (2)

**Courses:** History of Jewish Civilization II (From Late Antiquity to the Seventeenth Century); Modern Jewish Intellectual and Cultural History; Jewish Historical Writing; Topics in Jewish History; The Transformation of Jewish Culture in Early Modern Europe

**Overseas Research Experience:** Israel, Italy

**Recent Publications:** *Connecting Histories: Jews and their Others in Early Modern Europe*, Co-editor with Francesca Bregoli. Philadelphia: University of Pennsylvania Press (2018) *Converts of Conviction: Faith and Skepticism in Nineteenth-Century European Jewish Society*, Editor and author of introduction and one additional article. Berlin: De Gruyter (2017); “Reading Orobio in Nineteenth Century England: The Missionary Alexander McCaul’s ‘Israel Avenged,’ in Isaac Orobio de Castro: The Jewish Argument with Dogma and Doubt, ed. Carsten Wilke. Berlin: De Gruyter (2017); “The Place of Venice in the Cultural Formation of Early Modern Jewry”, exhibition catalogue for Venice, the Jews and Europe 1516-2016, Doge’s Palace, Venice, Fondazione Musei Civici Venezia (2016); “The Blessing of Gerson D. Cohen,” *Jewish Quarterly Review*, 106, 459-64 (2016); *A Best-Selling Hebrew Book of the Modern Era: The Book of the Covenant of Pinhas Hurwitz and its Remarkable Legacy*. Seattle and London, University of Washington Press (2014)

**Representative Awards and Distinctions:** Alexander Van Humboldt Research Award, (2016-20); Nominated by the Nominations Ct. of the American Historical Society to run for president of the organization (2015); *Festschrift: Jewish Culture in Early Modern Europe: Essays in Honor of David B. Ruderman*, eds. Richard Cohen, Natalie Dohrmann, Adam Shear, and Elhanan Reiner (2014); National Jewish Book Award in History for Early Modern Jewry: *A New Cultural History*, March (2011)

**Research Interests:** Medieval Jewish History, Modern Jewish History, the Renaissance, European history, Judaism during the renaissance

|   |
|---|
| <b>Name:</b> RUSHDIE, EMAD; Lecturer in Foreign Languages; Language Coordinator, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.S., Cairo University (1988); M.A., American University in Cairo (2002).

**Languages:** Arabic (4).

**Courses:** Elementary Arabic; Intermediate Arabic; Advanced Arabic Syntax.

**Overseas Research Experience:** Egypt.

**Language Pedagogy Experience:** Middlebury Summer Program (Arabic: 1997-2000); ALI, American University in Cairo (Arabic: 1999-2002); Brown University (2002-2003); ACTFL Tester of Arabic with full certificate; OPI proctor certified; member of AATA.

**Research Interests:** Teaching and Learning of Arabic Grammar.

**Name:** SCHURR, THEODORE; Professor, Anthropology; Graduate Group Chair; 25%

**Education:** Ph.D, Emory University (1998); M.A, Emory University (1996), B.S, University of Georgia, 1983)

**Courses:** Introduction to Human Evolution, Sex and Human Nature, Human Adaptation, Anthropological Genetics, Being Human: Biology, Culture and Adaptation, Genetics and the Modern World, Disease and Human Evolution, Molecular Anthropology, The History of Native Siberian Peoples, Genomics and the Modern World, Archeogenomics, Evolutionary Anthropology

**Overseas Research Experience:** Georgia, Dominican Republic, Brasil, Japan, Bermuda, Canada, Mongolia, Russia, Ukraine, Turkey, Argentina

**Recent Publications:** Tariq M, Habib A, Hemphill BE, Farooq U, Schurr TG. 2018. Analysis of Y-chromosome and mitochondrial DNA variation among the major tribes of Buner and Swabi Districts, Khyber Pakhtunkhwa, Pakistan. *Am J Hum Genet* (Forthcoming); Yardumian A, Shengelia R, Bitadze L, Chitanava D, Laliashvili S, Laliashvili I, Villanea F, Sanders A, Azzam A, Groner V, Edleson K, Vilar MG, Schurr TG. "Genetic diversity in Svaneti and its implications for the human settlement of the Highland Caucasus". *Am J Phys Anthropol* 164(4): 837-852, (2017); Schurr TG, Yardumian A, Shengelia R, Bitadze L, Chitanava D, Laliashvili S, Laliashvili I, Sanders A, Azzam A, Groner V, Edleson K, Vilar M. "Genetic diversity and population history in Svaneti, northwestern Georgia". *Caucasiologic Papers* 7: 319-336 (2015); Yardumian A, Schurr TG, Shengelia R, Chitanava D, Laliashvili S, Bitadze L, Laliashvili I. "Ancient lineages: Reconstructing the genetic history of Svaneti, northwest Georgia". *Expedition Magazine* 59(1): 8-17 (Spring 2017).

**Representative Awards and Distinctions:** Norwegian Research Council (2018-2023); National Science Foundation Senior Grant (2018-2021, 2013-2017, 2012); National Geographic Society Committee for Research and Exploration Grant (2018-2021, 2017-2018, 2013-2017, 2012); Social Sciences and Humanities Research Council Canada (2011-2017); National Heart, Lung and Blood Institute (2009-2011)

**Research Interests:** Subject Areas: Human evolutionary genetics, mitochondrial biology and disease, biomedical genetics, ancient DNA, primate genetics

**Name:** SEVEA, TERENCE; Assistant Professor, Undergraduate Chair, South Asia Studies; (100%)

**Education:** Ph.D, University of California Los Angeles (2007); MSc, London School of Economics and Political Science (2005); B. Soc. Sci, National University of Singapore (2004)

**Languages:** Malay (3), Urdu (3), Pujabi (3), Bahasa Indonesian (3), Hindi (3), Persian (1), Tamil (1), Dutch (2)

**Courses:** Introduction to Modern India; Introduction to Religion in South Asia; The Mullah and the Englishman: Muslims in Modern India and Pakistan; Southeast Asia: Sufis and Gods of the South Asian Diaspora; Re-Enchanting Modernity: A Guide to Sufism in South Asia; Godliness, Miracles, and Madness; Religious Bodies and Sex in South Asia

**Overseas Research Experience:** India; Indonesia; Malaya; Pakistan; Yemen.

**Recent Publications:** 'Pawangs on the Frontier: Miracles, Prophets and Gods in the Ricefields of Modern Malaya'. (2017); Keramats Running Amok: Islamic Histories and Parahistories of Travel, Belonging, 'Crimes' and 'Madness', Belonging Across the Bay of Bengal: Migrations, Networks, Circulations. Religious Rites, Colonial



Migrations, National Rights, Michael Laffan ed., London and New York: Bloomsbury Academic, (2017); 'Sex to the Next-World: Esoteric Science for the Penis-bearing Mualad', Shi'ism in South East Asia: 'Alid Piety and Sectarian Constructions, Michael Feener and Chiara Formaichi, eds., London: Hurst, (2016); 'Listening to Leaves: Historical Memory of a Keramat in Contemporary Singapore.' The Sufi and the Bearded Man: Re-Membering a Keramat in Contemporary Singapore. Singapore: NUS Museum, (2011); *Islamic Connections: Muslim Societies in South and Southeast Asia* (edited with Michael Feener), Singapore: Institute of Southeast Asian Studies, (2009)

**Representative Awards and Distinctions:** Visiting Fellowship at the Nalanda-Sriwijaya Centre (NSC) of the ISEAS-Yusof Ishak Institute (2016-2017); Hiroshi Wagatsuma Memorial Fellowship (2011-2012); Lemelson Fellowship to Promote Indonesian Studies (2010, 2009); Chancellors Prize of University of California (2009); Non-Resident Tuition Fellowship at University of California (2009); Thomas Lifka Best Dissertation Award (2007)

**Research Interests:** Religion in Early Modern and Modern South and Southeast Asia; Sufism in Early Modern and Modern South Asia; History of Early Modern and Modern South Asia; History of Early Modern and Modern Southeast Asia; History of Indian Ocean Networks.

**Name:** SHAMS, FATEMEH; Assistant Professor, Near Eastern Languages and Civilizations; (100%)

**Education:** B.A., University of Tehran (2005); M.A., Institute for the Study of Muslim Civilizations, London (2008); PhD, Oxford (2011).

**Languages:** Persian (4)

**Courses:** Media and Culture in Contemporary Iran

**Overseas Research Experience:** Iran, Britain

**Recent Publications:** *A Revolution in Rhyme: Official Poets of the Islamic Republic* (Oxford University Press, 2018). *Literary Institutions in Post-revolutionary Period: A Detailed History of Howzeh-ye Honari* (2013), *State-Sponsored Poetry in Iran* (2014), *Poetry and Power in Iran* (2014), *Ideology of Warfare and Islamic Republican War Poetry* (2015)

**Representative Awards and Distinctions:** Wolf Humanities Fellowship, University of Pennsylvania (2017); Winner of Latifeh Yarshater Book Award (2016); Winner of the Jaleh Esfahani Poetry Prize (2013)

**Research Interests:** Persian literature, literary institutions and their role in the production of literature under authoritarian states, modern and classical Persian poetry and prose

**Name:** SHARKEY, HEATHER; Associate Professor, Near Eastern Languages and Civilizations; 100%

**Education:** B.A., Yale University (1990); M.Phil., University of Durham (1992); Ph.D., Princeton University (1998).

**Languages:** Arabic (3), French (2), German (1).

**Courses:** Muslim, Christian, and Jewish Relations in the Modern Middle East and North Africa; Iraq, Egypt, Algeria: Case Studies from the Arab World; Introduction to the Middle East; The Middle East through Many Lenses; North Africa: History, Culture, Society; Nationalism and Communal Identity in the Modern Middle East.

**Overseas Research Experience:** Egypt, Israel, Norway, the Sudan, United Kingdom, France

**Recent Publications:** Mehmet Ali Doğan and Heather J. Sharkey, eds., *American Missionaries and the Middle East: Foundational Encounters* (Salt Lake City: University of Utah Press, 2011); Heather J. Sharkey, "Middle Eastern and North African Christianity: Persisting in the Lands of Islam," in *Introducing World Christianity*, Ed. Charles E. Farhadian (Oxford: Wiley-Blackwell, 2012), pp. 7-20; Heather J. Sharkey, "Jihads and Crusades in

Sudan, 1881 to the Present,” in *Just Wars, Holy Wars, and Jihads*, Ed. Sohail H. Hashmi (Oxford: Oxford University Press, 2012), p. 263-82; Heather J. Sharkey, ed., *Cultural Conversions: Unexpected Consequences of Missionary Encounters in the Middle East, Africa, and South Asia* (Syracuse: Syracuse University Press, 2013); Heather J. Sharkey, “Ambiguous Conversions: The Selective Adaptation of Religious Cultures in Colonial North Africa,” *Religious Conversions and Nationalism in the Mediterranean World*, ed. Nadia Marzouki and Olivier Roy (Houndmills, UK: Palgrave Macmillan, 2013), pp. 77-97. “La Belle Africaine: The Sudanese Giraffe Who Went to France,” *Canadian Journal of African Studies/La revue canadienne des études africaines*, 49:1 (2015), pp. 39-65. “Mover and Shaker: Grace Mary Crowfoot, Intimate Conversations, and Sudanese History,” *Égypte/Monde Arabe* (journal of CEDEJ, the French research center in Egypt), 14 (2016). *A History of Muslims, Christians, and Jews in the Middle East*, Cambridge University Press, (2017)

**Representative Awards and Distinctions:** Carnegie Corporation of New York, Carnegie Scholars Fellowship (2006-07); Charles Ludwig Distinguished Teaching Award, College of Arts and Sciences, University of Pennsylvania (2011); Professeur Invité, École des Hautes Études en Sciences Sociales (EHESS), Institut d’études de l’Islam et des sociétés du monde musulman (IISMM), Paris (2012-13). University of Pennsylvania, School of Arts and Sciences, Research Opportunity Grant. (2014). École Française à Rome, Chercheur associé (2016).

**Dissertations Supervised:** 10

**Research Interests:** Modern North African History; History of Muslim, Christian, and Jewish Relations; American and European Missionaries in the Middle East; Islamic Africa; Colonialism and Postcolonialism in the Middle East and Africa; Nationalism in the Middle East and Africa; The History and Politics of Food in the Islamic Middle East.

|   |
|---|
| <b>Name:</b> SILVERMAN, DAVID; Eckley Brinton Coxe, Jr. Professor of Egyptology, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., Rutgers University (1966); Ph.D., University of Chicago (1975).

**Languages:** Akkadian, Ancient Egyptian, Sumerian.

**Courses:** Art and Architecture of Ancient Egypt; Religion in Ancient Egypt; Middle Egyptian.

**Overseas Research Experience:** Egypt.

**Recent Publications:** *Archaism and Innovation: Studies in the Culture of Middle Kingdom Egypt*. Co-Author and Co-Editor. New Haven and Philadelphia: Department of Near Eastern Languages and Civilizations, Yale University and University of Pennsylvania Museum of Archaeology and Anthropology (2009) *Akhenaten and Tutankhamun: Revolution and Restoration*. Co-author. Philadelphia: Penn Museum Press (2006). *Ancient Egypt*. Oxford University Press (2003).

**Representative Awards and Distinctions:** National Curator, Advisor and Academic Content Creator for *Tutankhamun: The Golden King and the Great Pharaohs*, Art Gallery of Ontario.

**Research Interests:** Ancient Egyptian Epigraphy.

|   |
|---|
| <b>Name:</b> SPOONER, BRIAN; Interim co-Director, Lauder Institute; Professor, Anthropology; Museum Curator for Near East Ethnology; 100% |
|---|

**Education:** B.A., University of Oxford (1960); Ph.D., University of Oxford (1967).

**Languages:** Arabic (1), Balochi (1), French (2), German (2), Italian (1), Ottoman Turkish (1), Pashto (1), Persian (4), Russian (2), Spanish (1), Turkish (1), Urdu (2).

**Courses:** Afghanistan, Iran, Pakistan; Anthropology in the Modern World; Globalization.

**Overseas Research Experience:** Afghanistan, Egypt, India, Iran, Pakistan, the Sudan, Tajikistan.

**Recent Publications:** *The Pursuit of Human Well-being, The Untold Global History*, edited by Richard J. Estes and M. Joseph Sirgy, International Handbooks of Quality-of- Life, Cham: Springer (2017). "Investment and Translocality, Recontextualizing the Baloch in Islamic and Global History", in *Crossroads Asia Working Paper Series*, No. 14 (2015). *Globalization, The Crucial Phase: Understanding and working with world urbanization* (edited), Museum Publications, Philadelphia: University of Pennsylvania Press (2015). *Literacy in the Persianate World: Writing and the Social Order*. Edited with William L. Hanaway. Museum Publications (in press); *Language Policy in Afghanistan and Adjacent Countries*. Edited with Harold F. Schiffman. Boston: Brill (in press); *Entry to Advanced Turkish*. With Walter Feldman, et al. Princeton: American Association of Teachers of Turkish (2007); *Reading Nasta'liq: Persian and Urdu Hands 1500 to the Present*. With William L. Hanaway. Costa Mesa, CA: Mazda Publications (1995, reprinted 2005).

**Representative Awards and Distinctions:** Fellow, American Association for the Advancement of Science; Board Member, American Institute of Afghanistan Studies; President, American Institute of Pakistan Studies (1999-2005); President, American Institute of Iranian Studies (1994-96).

**Dissertations Supervised:** 2 Ph.D., 2 M.A.

**Research Interests:** Cultural and Social Anthropology; Globalization; Middle East; South Asia; Central Asia; Social Organization; Islam; Religion; Ethnohistory; Ecology; Rural Development.

|   |
|---|
| <b>Name:</b> SRYFI, MBAREK; Lecturer in Foreign Languages, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., University Sidi Mohammed Ben Abdullah, Fes (1990); Teaching Diploma, Ecole Normale Sup'rieure, Rabat (1995); Ph.D. Candidate, University of Pennsylvania (2004-Present).

**Languages:** Arabic (4), French (4), Hebrew (2), Spanish (1).

**Courses:** Elementary Arabic; Intermediate Arabic; Advanced Spoken Arabic; Moroccan Colloquial Arabic.

**Overseas Research Experience:** Morocco.

**Language Pedagogy Experience:** Lycee Hassan I (English: 1990-2001); U.S. Peace Corps, Morocco (Arabic: 1996-2000); Berlitz Language Center (Arabic, French: 2001-02); Mercer County Community College (Arabic: 2002 to present); OPI proctor certified; membership in AATA, ACTFL, MLA and TESOL.

**Recent Publications:** *The Blueness of the Evening*, The University of Arkansas Press (2018); *The Elusive Fox*, Syracuse University Press (2016); *Monarch of the Square - An Anthology of Muhammad Zafzaf's Short Stories*, Syracuse University Press (2014); *Arabs and the Art of Storytelling - A Strange Familiality*, Syracuse University Press (2014)

**Research Interests:** Modern Literature and History of North Africa; Translation; Arabic Grammar Website.

|   |
|---|
| <b>Name:</b> TIGAY, JEFFREY; A.M. Ellis Professor of Hebrew and Semitic Languages and Literatures, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., Columbia University (1963); M.A., Jewish Theological Seminary of America (1966); Rabbi, Jewish Theological Seminary of America (1968); Ph.D., Yale University (1971).

**Languages:** Akkadian (3), Arabic (1), Aramaic (3), French (2), German (3), Sumerian (3), Ugaritic (3).

**Courses:** The Bible in Translation: Genesis; A Book of the Bible.

**Overseas Research Experience:** Israel.

**Recent Publications:** *Birkat Shalom: Studies in the Bible, Ancient Near Eastern Literature and Postbiblical Judaism*. Co-edited with Chaim Cohen, Victor Avigdor Hurowitz, Avi Hurvitz, Yochanan Muffs, and Baruch J. Schwartz. Winona Lake, IN: Eisenbrauns (2008); "'The Voice of the Lord Causes Hinds to Calve' (Psalm 29:9)," in *Birkat Shalom: Studies in the Bible, Ancient Near Eastern Literature and Postbiblical Judaism*. Co-edited with Chaim Cohen, Victor Avigdor Hurowitz, Avi Hurvitz, Yochanan Muffs, and Baruch J. Schwartz. Winona Lake, IN: Eisenbrauns (2008); "Tikva Simone Frymer-Kensy," *AJS Perspectives* (Spring 2007), pp. 42-43; "The Priestly Reminder Stones and Ancient Near Eastern Votive Practices," in *Shai le-Sara Japhet: Studies in the Bible, Its Exegesis and Its Language*. Eds. M. Bar Asher, D. Rom Shiloni, E. Tov, and N. Wazana. Jerusalem: Bialik Institute (2007).

**Representative Awards and Distinctions:** Doctor of Hebrew Letters (Hon.) (2002); Lindback Award for Distinguished Teaching, University of Pennsylvania (1995); D.D. (Hon.), Jewish Theological Seminary of America (1994); Elected Fellow, American Academy for Jewish Research (1986).

**Dissertations Supervised:** 8

**Research Interests:** The Hebrew Bible in its Ancient Near Eastern Context; History of the Hebrew Bible's Interpretation in Judaism.

|   |
|---|
| <b>Name:</b> TINNEY, STEPHEN; Clark Research Associate Professor of Assyriology, Near Eastern Languages and Civilizations; Associate Curator, Penn Museum; Director, Pennsylvania Sumerian Dictionary Project; 100% |
|---|

**Education:** M.A., Cambridge University (1984); Ph.D., University of Michigan (1991).

**Languages:** Akkadian (4), Biblical Hebrew (2), French (2), German (2), Italian (2), Spanish (3), Sumerian (4).

**Courses:** Intro to Mesopotamian Literature; The Land of Sumer; Intermediate Sumerian; Readings in Sumerian Texts; Magical Science; Myths of Ancient Mesopotamia; Early Mesopotamian History.

**Overseas Research Experience:** Turkey.

**Recent Publications:** *Elementary Sumerian Literary Texts*. Accepted for Mesopotamian Civilizations, Eisenbrauns Publications (2014). *Electronic Pennsylvania Sumerian Dictionary*, Print Version. Spring 2013. [With Philip Jones] "Notes on Sumerian Sexual Lyric," *Journal of Near Eastern Studies* 59:1 (2000); "Texts, Tablets, and Teaching: Scribal Education in Nippur and Ur," *Expedition* 40:2 (1998); *The Nippur Lament: Royal Rhetoric and Divine Legitimation in the Reign of Išme-Dagan of Isin (1953-1935 B.C.)*. Philadelphia: Samuel Noah Kramer Fund (1996).

**Representative Awards and Distinctions:** Kolb Foundation Senior Fellow (2015), Leon Levy Foundation (2013-present), University Research Foundation (2011), NEH Office of Digital Humanities joint w/ M. Geller, (2011) University of Pennsylvania Museum Research and Travel Grant (1995-96); Horace H. Rackman Graduate School Predoctoral Fellowship (1990-91); Horace H. Rackman Graduate School Dissertation Travel and Research Fellowship (1990).

**Research Interests:** Sumerian and Akkadian Historical Texts.

|  |
|--|
| <b>Name:</b> TROUTT POWELL, EVE; Christopher H. Browne Distinguished Professor; History; SAS Associate Dean for Graduate Studies 90% |
|--|

**Education:** B.A., Harvard University (1983); M.A., Harvard University (1988); Ph.D., Harvard University (1995).

**Languages:** Arabic (4).

**Courses:** History of the Middle East since 1800; the Arab-Israeli Conflict in Literature and Film; Middle Eastern Race and Ethnicity.

**Overseas Research Experience:** Egypt, Italy, United Kingdom.

**Recent Publications:** *Tell This in my Memory: Stories of Enslavement in Egypt, Sudan and the Ottoman Empire*, Stanford University Press, (2012). "The Empire and Its Other Servants." In *Journal of Women's History (JnlWS)* 21:3 (2009); *A Different Shade of Colonialism, Egypt Great Britain and the Mastery of Sudan*, University of California Press (2003).

**Representative Awards and Distinctions:** MacArthur Fellow (2003).

**Dissertations Supervised:** 3

**Research Interests:** Modern Middle Eastern History; Egyptian and Sudanese Cultural History; Arab-Israeli Conflict; Slavery Studies; Gender Studies.

**Name:** VIDEN, ANNA; Administrative Coordinator, Middle East Center (100%)

**Education:** B.A., Gothenburg University (2003); M.A., Paris-University VIII (2005); Ph.D, Sciences Po (2011)

**Languages:** French (4), Swedish (4)

**Courses:** US Foreign Policy in the Middle East after the Arab Uprisings; the Arab Spring and American Foreign Policy; Senior Thesis Seminar; Research Methods/Praxis in IR

**Overseas Research Experience:** France, Czech Republic, Abu Dhabi, Sweden

**Recent Publications:** « La fausse rupture de la politique américaine face aux Frères musulmans », *Les Frères musulmans et le pouvoir 2011-2014*. Edited by Pierre Puchot. Paris: Galaade éditions (2015); *The Role of Think Tanks in Shaping Social Development Policies*, Edited by Anna Viden, James McGann and Jillian Rafferty. Philadelphia: The University of Pennsylvania Press (2014); "Wahhabism", *Tribalism and Rentierism: Enduring Principles of the Saudi State*", monograph published by the Metropolitan University in Prague (2016); "Why Saudi Arabia's Human Rights Record Does Not Matter", *E-International Relations*, October 22 (2015).

**Representative Awards and Distinctions:** Ninth Annual Tel Aviv University Academic Workshop on the Arab-Israel Conflict (2014); Predoctoral Fellowship, the Fletcher School, Tufts University (2007-2008); French state grant awarded by Égide (2003-2004)

**Research Interests:** U.S. Foreign Policy in the Middle East; U.S.-Saudi Relations; Saudi Arabia; Egypt; the Modern Middle East; Muslim Minorities in Europe

**Name:** VITALIS, ROBERT; Professor, Political Science; 60%

**Education:** B.A., State University of New York - Stony Brook (1978), M.S., Massachusetts Institute of Technology (1984); Ph.D., Massachusetts Institute of Technology (1989).

**Languages:** Arabic (2).

**Courses:** Contemporary Politics in the Middle East; The Politics of Oil; Middle East Politics; War In Iraq; American Foreign Policy; Studies in Comparative Politics.

**Overseas Research Experience:** Egypt.



**Recent Publications:** *America's Kingdom: Mythmaking on the Saudi Oil Frontier*. Stanford: Stanford University Press (2007); "International Studies in America," *Social Science Research Council Items and Issues* 3 (Summer 2002); "War, Keynesianism and Colonialism: Explaining State-Market Relations in the Post-War Middle East," in *War, Institutions, and Social Changes in the Middle East*. Ed. Steven Heydemann. Berkeley: University of California Press (2000).

**Representative Awards and Distinctions:** Bernath Prize, Best Article in Diplomatic History, Organization of American Historians (1997).

**Dissertations Supervised:** 7

**Research Interests:** Intellectual History; Political Economy of Oil; State Formation; U.S. Foreign Policy.

|  |
|--|
| <b>Name:</b> WAGNER, DANIEL; Professor; UNESCO Chair in Learning and Literacy, Graduate School of Education; 90% |
|--|

**Education:** B.S., Cornell University (1968); M.A., University of Michigan (1971); Ph.D., University of Michigan (1976).

**Languages:** French (4), Spanish (2).

**Courses:** Education in Developing Countries; Human Development.

**Overseas Research Experience:** India, Morocco, South Africa.

**Recent Publications:** *Learning as development: Rethinking international education in a changing world*. New York, NY: Routledge (2018). *Learning and education in developing countries: Research and policy for the post-2015 UN development goals. Des évaluations simples, rapides et abordables: Améliorer l'apprentissage dans les pays en développement*. Paris, France: UNESCO-IIEP (2015). New York, NY: Palgrave Macmillan (2015). *Mobiles for reading: A landscape research review*. Washington, DC: USAID (2014). *Pro-Poor Approaches to Using Technology for Human Development: Monitoring and Evaluation Perspectives*. Cambridge: Cambridge University Press (2009); *New Technologies for Adult Literacy and International Development: Cambridge Handbook of Literacy*. Cambridge: Cambridge University Press (2009).

**Representative Awards and Distinctions:** Special Advisor on Literacy to the UNESCO Director-General (2017). UNESCO Confucius International Literacy Prize (2014), Director, International Literacy Institute (ILI) at the University of Pennsylvania; Director, National Center on Adult Literacy (1983 to present); Fulbright-Hays Scholar, University of Paris. Fellow of the American Psychological Association (APA), the American Anthropological Association (AAA), and the American Educational Research Association (AERA)

**Research Interests:** International Issues in Education; Cultural Perspectives on Development; Adult Literacy; Multi-Lingualism.

|   |
|---|
| <b>Name:</b> WEGNER, JOSEF; Associate Professor, Near Eastern Languages and Civilizations; 100% |
|---|

**Education:** B.A., University of Pennsylvania (1989); Ph.D., University of Pennsylvania (1996).

**Languages:** Middle, Late and Old Egyptian (4).

**Courses:** Land of the Pharaohs; History of Ancient Egypt.

**Overseas Research Experience:** Egypt, the Sudan.

**Recent Publications:** *The Sunshade Chapel of Princess Meritaten from the Per-Waenre of Pharaoh Akhenaten*. Penn Museum Monographs, vol. 147 (164 pp. volume) (2017). *The Sphinx that Traveled to Philadelphia: The Story of the Colossal Sphinx of Ramses the Great in the Penn Museum* (co-authored, J. Wegner and Jennifer Houser Wegner), Penn Press, Philadelphia (239 pp.) (2015)

**Representative Awards and Distinctions:** National Science Foundation Grant, Study of Early Bronze Age cemetery of el-Amra in Upper Egypt (2006); National Science Foundation Anthropology Program Dissertation Enhancement Grant (1996); Khouri Foundation Award for Doctoral Research (1995).

**Research Interests:** Ancient Egyptian and Nubian Art and Architecture

**Name:** WHITE, CHANTEL E. Archaeobotanical Teaching Specialist, Anthropology; (100%)

**Education:** B.A., Beloit College (2003); Ph.D, Boston University (2013)

**Courses:** Living World in Archaeological Science; Plants and Society; Introduction to Archaeobotany and Ethnobotany

**Overseas Research Experience:** Turkey, Greece, Israel, Jordan

**Recent Publications:** White, C.E., Sopov, A., and M.E.Ostovich. "An Archaeology of Sustenance: The Endangered Market Gardens of Istanbul." In *Archaeology for the People: Joukowsky Institute Perspectives*, eds. J. Cherry and F. Rojas. JoukowskyInstitute Publication 7.Oxford, UK:Oxbow Books, pp. 29-38 (2016); Stutz, A., Shea, J.J., Belmaker, M., Rech, J.,Pigati, J., Wilson, J., Albert, R.M., Arpin, T., Cabanes, D., Clark, J.L.,Hartman, G., Hourani, F., White, C.E., and L.G. Nilsson Stutz. "Early Upper Paleolithic Chronology in the Levant: New ABOX-SC AMS Results from the Mughrel-Hamamah Site, Jordan." *Journal of Human Evolution* 85: 157-173 (2015); Asouti, E., Kabukcu, C., White, C.E., Kuijt, I., Finlayson, B., and C. Makarewicz. "Early Holocene Woodland Vegetation and Human Impacts in the Arid Zone of the Southern Levant." *The Holocene* 25: 1565-1580 (2015); White, C.E., Sopov, A., and M.A. Casson. "Heritage under Threat: Saving the Ancient Gardens of Istanbul, Turkey." *SAA Archaeological Record* 15(1): 7-10 (2015); White, C.E., Chesson, M.S., and R.T. Schaub. "A Recipe for Disaster: Emerging Urbanism and Unsustainable Plant Economies at Early Bronze Age Ras an-Numayra, Jordan." *Antiquity* 88(340): 363-377 (2014)

**Representative Awards and Distinctions:** Project Incubation Support for the Archaeobotanical Database Project, Price Lab for Digital Humanities (2017); Faculty Fellow, Instituting Sustainability Across the Curriculum, Upenn (2017); Course Development Grant, Penn Museum (2016); Summer Project Grant, Dumbarton Oaks (2015)

**Research Interests:** Neolithic and Bronze Age foodways; cooking and plant processing techniques; agricultural sustainability in prehistory; ethnoarchaeology; urban garden systems; Jordan, Turkey, Greece

**Name:** ZETTLER, RICHARD; Associate Professor, Near Eastern Languages and Civilizations; Associate Curator, Penn Museum; 100%

**Education:** B.A., Notre Dame University; Ph.D., University of Chicago (1984).

**Languages:** Arabic, French, German, Italian, Spanish.

**Courses:** Iraq: Ancient Cities and Empires; Ancient Civilizations of the World.

**Overseas Research Experience:** Iraq, Lebanon, Morocco, Syria.

**Recent Publications:** White, C.E., McCreery, D.M., and F.H. Toro. "Crop Storage, Processing, and Cooking Practices at Numayra: The Plant Remains". In R.T. Schaub, W. Rast, and M.S. Chesson (eds.), *Numayra: Excavations at the Early Bronze Age Townsite in Jordan, 1977-1983*. Winona Lake, IN: Eisenbrauns.

(Forthcoming); Arrington, N., Terzopoulou, D., Tasaklaki, M., Lawall, M.A., Brellas, D. and C.E. White . Molyvoti, Thrace Archaeological Project (MTAP): 2013 Preliminary Report. *Hesperia* 85(1): 1-64 (2016); White , C.E., Shopov, A., and M.E. Ostovich. "An Archaeology of Sustenance: The Endangered Market Gardens of Istanbul." In *Archaeology for the People: Joukowsky Institute Perspectives* , eds. J. Cherry and F. Rojas. Joukowsky Institute Publication 7. Oxford, UK: Oxbow Books, pp. 29-38 (2016); White , C.E., Sopov, A., and M.A. Casson. "Heritage under Threat: Saving the Ancient Gardens of Istanbul, Turkey". *SAA Archaeological Record* 15(1): 7-10 (2016); White, C.E., Sopov, A., and M.E.Ostovich. An Archaeology of Sustenance: The Endangered Market Gardens of Istanbul. In *Archaeology for the People:Joukowsky Institute Perspectives*, eds. J. Cherry and F. Rojas. JoukowskyInstitute Publication 7.Oxford, UK: Oxbow Books, pp. 29-38 (2016); Stutz, A., Shea, J.J., Belmaker, M., Rech, J., Pigati, J., Wilson, J., Albert, R.M., Arpin, T., Cabanes, D., Clark, J.L.,Hartman, G., Hourani, F., White, C.E., and L.G. Nilsson Stutz. "Early Upper Paleolithic Chronology in the Levant: New ABOX-SC AMS Results from the Mughrel-Hamamah Site, Jordan". *Journal of HumanEvolution* 85: 157-173 (2015); Asouti, E., Kabukcu, C., White, C.E., Kuijt, I., Finlayson, B., and C. Makarewicz. "Early Holocene Woodland Vegetation and Human Impacts in the Arid Zone of the Southern Levant." *The Holocene* 25: 1565-1580 (2015); White, C.E., Sopov, A., and M.A. Casson. "Heritage under Threat: Saving the Ancient Gardens of Istanbul, Turkey." *SAA ArchaeologicalRecord* 15(1): 7-10 (2015)

2014 White, C.E., Chesson, M.S., and R.T. Schaub. ARecipe for Disaster: Emerging Urbanism and Unsustainable Plant Economies atEarly Bronze Age Ras an-Numayra, Jordan. *Antiquity*88(340): 363-377

**Representative Awards and Distinctions:** Member, the American Academic Research Institute in Iraq. University Research Foundation (2006)

**Dissertations Supervised:** 5

**Research Interests:** Urbanization in Mesopotamia; Near Eastern Archaeology.



## **Appendix C: Position Description for New Position to Be Filled and Paid from the Grant**

### **Administrative assistant**

Provides administrative support and coordination for graduate and undergraduate students, event planning, and office maintenance. Assists with event planning and coordination. Serves as the primary point of contact for all inquiries in-person, email or phone, opening and closing the office daily. Assists as needed with purchases, financial transactions and expense reports. Manages office, supplies, and equipment. Helps to coordinate logistics, including meals, lodging, room reservation, and transport, for ongoing speaker series, conferences, and special events as required. Assists with office record-keeping and Title VI reporting requirements. Helps promote major and minor, ME course offerings and Center by populating website, twitter and Facebook regularly, attending events, and responding to enquiries. Other duties as assigned.

## Appendix D: NRC Performance Measure Forms (PMFs)

### Goal #1: Making Expertise Accessible: Broaden the Conversation and Bring ME expertise to Underserved Communities.

| Performance Measures   | Activities  |                              | Frequency | Data Source             | Baseline and Targets |    |    |    |    |
|--|---|------------------------------|-----------|-------------------------|----------------------|----|----|----|----|
|  |   |                              |           |                         | BL                   | T1 | T2 | T3 | T4 |
| Increase the number of LPS students taking Certificates in MMES by 20% by 2020   | Lifelong Learning (LPS) Certificate in MMES.<br>Launch 4 approved courses (AP1)<br>- The Middle East and the West<br>- Women and Gender in the ME<br>- Oil and Politics in the ME<br>- Religious Traditions of the ME | Number of Students per Class | Ongoing   | LPS                     |                      |    |    |    |    |
| Increase the number of Participants in teacher training workshops by 10% in 2020 | Penn Museum: K-12 Workshops; “Crafts of the ME”; “Global guides” initiative – all tied to the new ME Galleries (AP1, AP2)   | Number of Participants       | Yearly    | Museum Records          |                      |    |    |    |    |
|  | New Teacher Training Workshop with CCC (AP2; CPP1)  | Number of attendees          | 6/year    | Internal Tracking Sheet |                      |    |    |    |    |
|  | Global Summer Institutes for K-12 educators (AP2)   | Number of listeners          | Weekly    | Web-Tracking            |                      |    |    |    |    |
|  | Arabic Language & Area Studies Fellowship for K-12 Teachers (AP1, AP2)  | Number of applicants         | Yearly    | Pulitzer Center Records |                      |    |    |    |    |
|  | Urban Teaching Apprenticeship Program w/GSE (AP2; CPP2)   | Number of participants       | Program   | GSE Records             |                      |    |    |    |    |

|   |  |                                      |                           |   |  |  |  |  |  |
|---|--|--------------------------------------|---------------------------|---|--|--|--|--|--|
|   | Drexel School of Education<br>“Global Teach Connect” (CPP2)            | Number of participants               | Global Teach Connect      | Drexel School of Education Records                |  |  |  |  |  |
| Increase the Quality and Supply of Instructional Materials and Expertise on the Middle East | Mid-Atlantic Graduate Student Research Salon                           | Number of Attendants                 | 6/Year                    | Web Tracking                                      |  |  |  |  |  |
|   | Pulitzer Center Reporting Fellowship (AP1)                             | Number of Applicants                 | Yearly                    | MEC Internal Tracking                             |  |  |  |  |  |
|   | Film Library Digitization (AP1)  | Number of Films Converted            | N/A                       | Electronic Tracking                               |  |  |  |  |  |
|   | MEC Journal  | Number of Submissions                | Semi-Annually             | MEC Internal Tracking                             |  |  |  |  |  |
|   | MEC Podcast (AP1)  | Number of Podcasts/ Downloads a Year | 8/Year<br>2,000 downloads | MEC Internal Tracking/<br>Electronic Data         |  |  |  |  |  |
|   | ME Language and Music Camps for Youth (AP1)                            | Number of Participants               | Global Teach Connect      | Drexel School of Education Records                |  |  |  |  |  |
| Increase the Number of Activities with MSI Institutions by 15% by 2020                      | Bilingualism Workshops with School District of Philadelphia (AP1. AP2) | Number of Participants               | Biannual                  | MEC Internal Tracking/<br>School District Records |  |  |  |  |  |

|  |   |                                   |        |  |  |  |  |  |  |
|--|---|-----------------------------------|--------|--|--|--|--|--|--|
|  | Lecture Series at Community College of Philadelphia | Number of Events/<br>Participants | 3/Year | MEC<br>Internal<br>Tracking/<br>CCP<br>Records |  |  |  |  |  |
|--|---|-----------------------------------|--------|--|--|--|--|--|--|

**Goal #2: Pluralism in the Middle East: To Provide New Perspectives and Highlight Neglected Narratives of the ME in an Interconnected World.**

| Performance Measures   | Activities   | Data / Indicators      | Frequency | Data Source                           | Baseline and Targets |        |    |    |    |
|--|--|------------------------|-----------|---------------------------------------|----------------------|--------|----|----|----|
|  |  |                        |           |                                       | B<br>L               | T<br>1 | T2 | T3 | T4 |
| Increase the attendance at talks and conferences by 5% and maintain high quality of programming. | “Beyond the Silk Roads” conference (AP1)<br>- Exploring social, cultural and economic links between the ME and China/East Asia | Number of attendees    | One-Time  | MEC Internal Tracking/<br>Evaluations |                      |        |    |    |    |
|  | Series on Religious Traditions of the Middle East (AP1)  | Number of attendees    | Yearly    | MEC Internal Tracking/<br>Evaluations |                      |        |    |    |    |
|  | Sports and Globalization in the ME Programming (AP1)   | Number of participants | 2/year    | MEC Internal Tracking                 |                      |        |    |    |    |
|  | State of the Stateless Conference (AP1)  | Number of attendees    | One-Time  | Internal Tracking Sheet               |                      |        |    |    |    |
|  | Partnership with Katz Center on Pluralism in the ME (AP1)  | Number of participants | Yearly    | MEC Internal Tracking/<br>Katz Center |                      |        |    |    |    |
|  | International Women’s Day  | Number of attendees    | Yearly    | MEC Internal Tracking                 |                      |        |    |    |    |

|   |  |                              |         |                                    |  |  |  |  |  |
|---|--|------------------------------|---------|------------------------------------|--|--|--|--|--|
|   | NaTakallam Refugee Language Initiative for Schools (AP1)                     | Number of Classroom Sessions | Ongoing | MEC Internal Tracking              |  |  |  |  |  |
|   | Middle East Film Festivals   | Number of Participants       | Yearly  | MEC Internal Tracking /Partners    |  |  |  |  |  |
| Expand our partnership with Penn Global and other internationally focused institutions. | Penn GSE in Kazakhstan (AP1, CPP2)   | Number of Programs           | Yearly  | MEC Internal Tracking              |  |  |  |  |  |
|   | Global Speaker Series with Penn Nursing                                      | Number of Attendees          | Yearly  | MEC Internal Records/ Penn Nursing |  |  |  |  |  |
|   | Collaboration with ME Language Associations (AATT, NAPH, AATA, & AATP) (AP1) | Number of Attendees          | Yearly  | AATT, NAPH, AATA, AATP Records     |  |  |  |  |  |
|   | Support for Central Eurasian Studies Summer Institute (AP1)                  | Number of Attendees          | Yearly  | CESSI Records                      |  |  |  |  |  |
|   | NaTakallam Refugee Language Initiative for Schools (AP1)                     | Number of Classroom Sessions | Ongoing | MEC Internal Tracking              |  |  |  |  |  |

**Goal #3: Advance the National Interest: To Train a New Generation of Middle East Experts to Meet Global Challenges**

| Performance Measures | Activities | Data / Indicators | Frequency | Data Source | Baseline and Targets |    |    |    |    |
|----------------------|------------|-------------------|-----------|-------------|----------------------|----|----|----|----|
|                      |            |                   |           |             | BL                   | T1 | T2 | T3 | T4 |

|  |   |  |          |  |  |  |  |  |  |
|--|---|--|----------|--|--|--|--|--|--|
| Increase the Number of Military Personnel Participating in our Programming | Post-Deployment Programming for Veterans (AP1)  | Number of Attendees                      | Yearly   | MEC Internal Tracking  |  |  |  |  |  |
|  | Iraq Veterans Oral History Project (with CCC) (AP1, CPP1)   | Number of Participants                   | Yearly   | MEC Internal Tracking/ CCC   |  |  |  |  |  |
|  | Scholarship Fund for LPS Certificate in MMES for Veterans (AP1)   | Number of Applicants                     | Yearly   | MEC Internal Tracking  |  |  |  |  |  |
|  | Gender and Military Experience in the ME (with CCC) (AP1, CPP1)   | Number of Attendees                      | Yearly   | MEC Internal Tracking  |  |  |  |  |  |
| Expand our LCTL Offerings and Increase the FLAS Proficiency Level by One   | Expanded LCTL offerings: Azeri, Dari, Kazakh, Kurdish, Kyrgyz, Uzbek (AP1)<br>Intermediate to advanced level language workshops | Number of participants                   | 4/Year   | MEC Internal Tracking/ Penn Language Center                                      |  |  |  |  |  |
|  | Increased FLAS proficiency levels   | Number of Students with Increased Levels | Yearly   | Pre-fellowship and post-fellowship evaluations done by Penn language instructors |  |  |  |  |  |
| Expand Our Partnerships with Penn's  | Cybersecurity conference (AP1)  | Number of attendees                      | One-Time | MEC Internal Tracking/ CERL  |  |  |  |  |  |

|                         |  |                           |          |   |  |  |  |  |  |
|-------------------------|--|---------------------------|----------|---|--|--|--|--|--|
| Professional<br>Schools | Grey Zone Conflict symposium (AP1)   | Number of<br>attendees    | One-Time | MEC<br>Internal<br>Tracking/<br>CERL            |  |  |  |  |  |
|                         | Global Distinguished Lecture Series with SAC and<br>PWH (AP1)  | Number of<br>attendees    | 2/Year   | MEC<br>Internal<br>Tracking                     |  |  |  |  |  |
|                         | Lectures/Events with Biden Center  | Number of<br>attendees    | Yearly   | MEC<br>Internal<br>Tracking/<br>Biden<br>Center |  |  |  |  |  |
|                         | Media Training Workshops with Penn's Fels School<br>of Government & Annenberg School of<br>Communication (AP1) | Number of<br>participants | Yearly   | Fels School<br>of<br>Government<br>Records      |  |  |  |  |  |
|                         | Speaker Forum with Perry World House (AP1)   | Number of<br>attendees    | Yearly   | Perry World<br>House<br>Records                 |  |  |  |  |  |
|                         | Lauder Program Pre-Departure Orientation (AP1)   | Number of<br>participants | Yearly   | Lauder<br>Program<br>Records                    |  |  |  |  |  |
|                         | Career Workshop with Penn-in-Washington (AP1)  | Number of<br>participants | Yearly   | Penn-in-<br>Washington<br>Records               |  |  |  |  |  |
|                         | Speakers Bureau (AP1)  | Number of<br>participants | Yearly   | MEC<br>Internal<br>Tracking                     |  |  |  |  |  |

May 17, 2018

University Pennsylvania, Middle East Area Studies Center  
3340 Walnut St, Fisher-Bennett Hall, Suite 228, Philadelphia, PA 19104

To Whom It May Concern

On behalf of Drexel University, School of Education, and as Principal Investigator for the *Drexel-Penn Global Teach Connection (GTC)* Project funded through a Title VI sub-grant from University of Pennsylvania, Area Studies Centers Studies Middle East Center. I strongly support continuing Title VI funding to the University of Penn from the U.S. Department of Education. The strong leadership of the director has resulted in a highly effective collaboration and strategic relationship between Drexel's School of Education and Penn Area Studies to support faculty and students knowledge and skill development through new high quality, standards-based training and educational support services 1) to prepare teachers and education leaders to think globally, 2) develop area studies and intercultural competencies, and 3) engage new pedagogical theory and practice for working with diverse students and teaching less commonly taught languages.

A hallmark of a high quality project desired by Drexel University is a strong commitment to an interdisciplinary approach to teacher education, which includes an emphasis on Global and International Education. The collaboration and internal resources provided by the Middle East Center empowered the sub-grant project, UPenn-Drexel Global Connect project to "level the playing field" for Drexel's teacher education students, diverse learners and teachers in cooperating schools. The grant impacted opened opportunities for new higher education curriculum focusing on immigrant and diverse learner stakeholders working with immigrant learners in community schools. Other stakeholders impacted included teacher preparation faculty and their leaders who attend our training and informational colloquiums to improve their leadership and access to intercultural education applied practices. The grant is a good investment because it supports evidence-based professional training and development of new post-secondary courses. New curriculum supports new knowledge foundations in least commonly taught languages and pedagogy (LCTL) aligned with UNESCO global teaching competencies to improve teachers' skills in diverse learning settings.

For example, since 2015, with support from the UPenn's National Resource Center and Areas Studies Center, the project has forged an effective link to Drexel's existing GIE program and our ongoing *Global Education Colloquium*, which we live-stream and archive as a teaching resource. This *Global Teach Connection* collaboration has reached and generated excitement to students, teachers and faculty. Media connections supported through the grant continues to be a strong motivator for expanding a collaborative community among more reluctant teachers and scholars. The inaugural three-year project evaluation and dissemination strategies provide evidence the project has directly reached over 2,000 participants while targeting even more. Through Penn MEC area studies center's collaboration with director, coordinator and faculty associated with the center and served as advisors to these efforts, we developed a new GIE, *Migration, Language, Pedagogy and Policy in Global Context*. a hybrid course, supported by campus based workshops for hands-on learning and sharing. With funding to sustain this initial grant effort, we are sure to continue helping students and teachers increase understanding about the importance of area studies in increasingly global and diverse education settings.

We look forward to the renewal of funds for the University of Pennsylvania Grant to continue working in collaboration with the US Department of Education and other collaborators for a scaled up development of this project in future years.

Sincerely,

Joyce Pittman, Ph.D., *UPenn- Drexel Global Connect Project Director/Principal Investigator*  
Drexel University - School of Education, 3001 Market Street - Philadelphia, PA Email:  
jap386@drexel.edu

PR/Award # P015A180141

Page e136





**American Association of Teachers  
of Turkic Languages**

Roberta Micallef  
President, AATT  
AATTSecretariat@gmail.com  
June 6, 2018

To whom it may concern,

On behalf of the American Association of Teachers of Turkic Languages (AATT), it gives me great pleasure to provide the Middle East Center at the University of Pennsylvania with a letter of support.

AATT has benefited tremendously from the unwavering support of the University of Pennsylvania's Middle East Center. This support has enabled our organization to serve the needs of students, teachers, instructors, and researchers of Turkic languages.

Over the years not only has the University of Pennsylvania Middle East Center consistently maintained its AATT institutional membership, but it has also supported conferences and workshops that have had a tremendous impact on the field of Turkic languages. The Middle East Center at the University of Pennsylvania's support has been helpful in allowing AATT to host conferences for graduate students and language professionals.

In the academic year 2017-2018 with the support of the Middle East Center, we were able to host a workshop on our current project, *the Turkish Curriculum Framework*. This project fills a void in the field of Turkish language instruction. Teachers and instructors of Turkish need to adapt and develop new ways of teaching and learning that reflect our changing world. AATT has formed a committee in order to prepare a curricular framework for modern Turkish in 2018. AATT acknowledges that Turkish teaching should prepare students for success after graduation, and therefore instructors need to prioritize knowledge and skills that are considered to be most important by graduate schools and employers. Teaching students to only perform well in school or on a test is no longer sufficient. Therefore, AATT formed an international committee of master instructors dedicated to revising the framework prepared in the 1990's in accordance with the Framework for 21st Century Learning and ACTFL guidelines published in 2012.

In our face-to-face meeting in May 2018, held at the University of Pennsylvania, we began to develop an updated curriculum with input from professors, instructors, and students to define and illustrate the skills and knowledge in Turkish that students need in

order to succeed in work and life at the local and global level. The committee is focused on promoting communication in Turkish at much higher levels by considering 21st-century interdisciplinary themes (into a curricular framework) such as global awareness, financial, economic, business and entrepreneurial literacy as well as civic, health and environmental literacy. Furthermore, we began to address a wide range of skills which prepare students for complex life and work environments by focusing on creativity and innovation, critical thinking and problem solving as well as improving the skills in communication and collaboration. Since we cannot avoid living in an extensive technology-driven and media life today, we are prioritizing information, media and ICT literacy. Students need to be prepared for life after school and for their career while they learn Turkish. The new curricular framework for Turkish as a second foreign language will support the skills of flexibility and adaptability, initiative taking and self-direction, social and cross-cultural aspects, productivity and accountability as well as leadership and responsibility.

Please allow me to express how grateful we are for the University of Pennsylvania Middle East Center's support of our academic endeavors which are so important to keeping our field up to date, as well as pedagogically and methodologically sound.

At this day and age of dwindling support for Middle Eastern Languages and a Less Commonly Taught Language such as Turkish, which is often taught by contingent faculty who do not have access to research funds conferences and workshops, it is only generous support such as that provided by the University of Pennsylvania Middle East Center that allows instructors of Turkic languages to work together, share information, inspire one another and build a community and a field.

We have organized a presentation by members of this committee at the Annual Middle East Studies Association conference which will take place in November 2018, in San Antonio.

Sincerely,

Roberta Micallef  
President, American Association  
of Teachers of Turkic Languages  
AATTSecretariat@gmail.com

June 12, 2018

Professor Firoozeh Kashani-Sabet  
Director, Middle East Center  
University of Pennsylvania  
Philadelphia, PA 19104

Dear Dr. Kashani-Sabet:

On behalf of Community College of Philadelphia, I am writing to express strong support for the University of Pennsylvania Middle East Center's proposal to the U. S. Department of Education for continued designation and funding as a National Resources Center. Our continued collaboration has enabled faculty to incorporate international and intercultural dimensions into their curriculum, and lectures and other activities provided by the Middle East Center have introduced community college students to diverse perspectives and a wide range of views at the College.

The partnership between University of Pennsylvania and Community College of Philadelphia promises to have great impact on the City. The College is the largest institution of higher education in Philadelphia and the sixth largest in Pennsylvania; currently, there are more than 31,000 students enrolled in credit and non-credit course work. Approximately 75% are minority students (52% African American, 14% Hispanic/Latino, and 9% Asian/Pacific Islander). The College is recognized by the U.S. Department of Education as a Minority-Serving Institution and is a designated Predominately Black Institution. The College is ranked #12 nationally in the number of associate's degrees awarded to African-American students. The College's Main Campus in Center City and auxiliary campuses in West, Northeast, and Northwest Philadelphia serve residents from throughout the City.

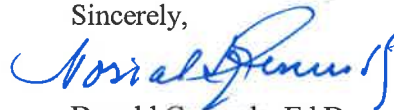
For almost twenty years, support from the University of Pennsylvania's Middle East National Resource Center (NRC) has increased the College's ability to engage students throughout the city to the role of the Middle East in world affairs. This collaboration began in 2002 when the College secured a U.S. Department of Education Title VI grant focused on the Middle East. The Middle East Center's directors provided leadership and served as consultants and speakers. The Title VI grant led to faculty development programs in Cairo in 2005 and Istanbul in 2006. Subsequently, the College ran a student study abroad program seven times to Turkey with the Middle East Center's consistent and necessary support. The Turkey program had a significant impact on the College, and led to an award-winning Student-Faculty International Fellowship program traveling to multiple sites.

Penn's Middle East NRC has also enabled faculty to internationalize their curriculum. Speakers from Penn assisted ten community college faculty to infuse Middle East material into core courses through the preparation of formal modules. Faculty also developed courses on Middle East Cultures and Civilizations and Middle East Religions. The College has built a robust sequence of Arabic language courses, which has averaged 144 students per year. One of the College's Arabic professors became a leader of round-table discussions and lectures offered at the College, and her contributions were recognized with a Pairat Sethbhakdi Friend of the International Festival award in 2018.

The Middle East Center's leadership has been exemplary. In 2016, Director Dr. Firoozeh Kashani-Sabet presented the College community with diverse points of view in the lecture "Between Heroes and Hostages: A History of US – Iran Relations up to the Present." From 2014 to 2018, the Middle East Center assisted the College's Center for International Understanding in implementing a groundbreaking "NRC Trans-Regional Project," which included lectures by professors with East African, African-American, Syrian, and Turkish backgrounds. These Middle East NRC lectures included "Why Learn Arabic to Understand Today's Africa? The historic spread of Arabic; and its current status in East Africa today," led by Dr. Ali Ali-Dinar; "The Spread of Islam into East Africa." by Dr. Cheikh Anta Babou; and "The Situation in Syria Today and the Preservation of Near East History" by Dr. Salam Al Kuntar, Ph.D. Cambridge University, a Syrian archeologist. A class session of Introduction to Middle East Cultures and Civilizations also joined a class taught at Penn by NRC Associate Director Prof. Darakcioglu on "State, Society, Language & Religion of the Ottoman Empire." These activities supplemented the College's last Title VI UISFL grant and added four faculty to the project. In 2017-2018, the lecture series continued with noted scholars including architectural historian Dr. Renata Holod and the foremost Western scholar of Middle East literature, Professor Emeritus Dr. Roger Allen, who discussed contemporary issues of Middle East – U.S. Relations. College faculty incorporated these lectures into their currently taught courses and increased significantly their students' understanding of world affairs.

The College's partnership with the University of Pennsylvania's Middle East National Resource Center will have local, national, and international impact, and further develop an exemplary model for collaboration between a research university and a community college that is also a Minority Serving Institution. The activities supported by the Middle East Center are vital to the College's mission of increasing awareness and appreciation of a diverse world where all are interdependent. We look forward to further collaboration to engage students throughout Philadelphia in discussion on world regions and international affairs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald Generals", with a stylized flourish at the end.

Donald Generals, Ed.D.  
President

# GERSHMAN PHILADELPHIA JEWISH FILM FESTIVAL

For the past five years, the Gershman Philadelphia Jewish Film Festival (GPJFF) has had the opportunity to collaborate with the University of Pennsylvania's Middle East Center (MEC). The cooperation centered on partnering with the MEC and Penn Cinema Studies in creating and promoting the Middle East Film Festival. This yearly festival presents films from six countries in the Middle East, focusing on current issues and reflecting the complex relations between the different nationalities, religions and ethnicities in that part of the world. The films are followed by discussions led by Middle East experts who present the film and enable the post-film Q&As. The films are free and open to students and the general public.

MEC has been a crucial partner in finding the right films and speakers and have contributed significantly to the growing success of this festival. GPJFF is also cooperating with MEC year-round on films presented in Philadelphia and the suburbs. GPJFF currently presents over 30 films a year, in seven different venues in Philadelphia and its suburbs to over 7,000 people. Some of the films are related to the history of the large Jewish communities that lived in Middle Eastern countries under Muslim rule, mostly until the early 1950s. The history of the Jews in those countries and the relations between them and the Muslims are of interest to both GPJFF and MEC.

The two organizations routinely collaborate on promoting these events to their respective audiences. GPJFF also offers free student admission to their films. MEC has proven many times to be helpful in reaching out to experts and contributed to the success of the events. GPJFF also promotes relevant films organized by MEC. The purpose of the collaboration between our organizations is to provide knowledge and promote the understanding of the cultural and religious diversity in the Middle East, enhance the understanding of the historical reasons for the current situation and tensions, and bring to light those shared histories and values that are often not visible and believed by many to have disappeared altogether. This partnership has proven to be very valuable and we are grateful to MEC for their help and valuable expertise that are always done willingly and with genuine interest in the shared cause.

---

Iris Drechsler, *Artistic Chair*  
Kristen Evans, *Executive Managing Director*  
Olivia Antsis, *Executive Artistic Director*  
Matt Bussy, *Festival Manager*

# HERBERT D. KATZ CENTER

FOR ADVANCED JUDAIC STUDIES

University of Pennsylvania

**Dr. Steven Weitzman**

Ella Darivoff Director

Abraham M. Ellis Professor of

Hebrew and Semitic Languages and Literatures

June 5, 2018

To whom it may concern;

I write to offer very strong support for the Middle East Center at the University of Pennsylvania in its application for Title VI funding.

I offer this endorsement in my role as director of the Herbert D. Katz Center for Advanced Judaic Studies. The Katz Center is an institutional partner of the Middle East Center, working together with it to promote understanding of Jewish culture in the Middle East. From that perspective, I can speak to how the Middle Eastern Center promotes an appreciation for the diversity of Middle Eastern culture, and why it is so important to Penn's efforts to promote international understanding.

A few words about the Katz Center will help explain where my evaluation is coming from. The Katz Center is considered by many scholars in Jewish Studies to be the premier post-doctoral research center in the field. It hosts an international fellowship program that brings scholars from Israel and Europe together with American scholars to pursue research in Jewish Studies and Israel-related topics. We also organize public programs that aim to share the fruits of research with a broader public. We rely for our success on institutional partners within and beyond the university to help us reach faculty, students and members of the public. We clearly share many interests in common with the Middle East Center, and it has proven itself to be collaborative, open, and very supportive.

This coming academic year, it so happens, the focus of the Katz Center fellowship is Jewish life in modern Islamic contexts, a subject that encompasses the study of Jews and Jewish-Muslim relations in the Levant, Egypt, North Africa, Turkey, Iraq and Yemen. From the time that I first mentioned this theme to her more than a year ago, the director of the Middle East Center, Dr. Firoozeh Kashani-Sabet, was very enthusiastic, embracing the idea of working together over the year. The center has already directed our attention to relevant faculty on campus; its director will be speaking in our opening seminar; and the two centers have begun to pursue the possibility of joint programs on and off campus. It is always our aspiration to frame Jewish Studies within broader conversations in the humanities and social sciences, and this coming year, we hope to be able to do so in ways that foster understanding of the Middle East as a religiously and culturally

diverse region. It is to the great credit of the Middle East Center and its director that they have proven so open, supportive and inclusive.

Beyond my experience as the Katz Center director, I am also a faculty member at the University of Pennsylvania, a member of the Religious Studies department, and have been benefitting from the various lectures sponsored by the Middle East Center, which have included several programs focused in Jewish Studies and Israel-related topics. Its director is an award-winning historian of modern Iran and the Middle East, with research interests that extend into the history of science, health and gender. She sets a high scholarly standard for the center that is reflected in the quality of the programs that I have attended. The associate director is also a real asset to the university—this has recently been affirmed for me by his tireless efforts in helping one of my students to learn Arabic. The field of Middle Eastern studies is vulnerable to politicization, but the Middle East Center at Penn has avoided that while still addressing important political issues, keeping the focus on high quality research and education, and proving very inclusive in its mission to support understanding of the Middle East in all its cultural, religious, social and intellectual variety. Penn has committed itself to a global focus in its research and educational efforts, and it is crucial that the Middle East Center remain an important part of that effort.

For this reason, and because I look to it as an important partner for my own center, I very much hope that it will receive the federal funding it needs to continue its important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steven Weitzman', with a long, horizontal, wavy line extending to the right.

Dr. Steven Weitzman

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



## National Resource Center

|  | 2018-2019       | 2019-2020       | 2020-2021       | 2021-2022       | TOTAL            | Priority |
|--|-----------------|-----------------|-----------------|-----------------|------------------|----------|
| <b>A. PERSONNEL</b>  |                 |                 |                 |                 |                  |          |
| <b>1. Administration</b>   |                 |                 |                 |                 |                  |          |
| Associate Director<br>(50% salary, 100% time + fringe)   | \$30,900        | \$31,827        | \$32,782        | \$33,765        | <b>\$129,274</b> |          |
| Program Coordinator<br>(50% salary, 100% time + fringe)  | \$25,214        | \$25,970        | \$26,750        | \$27,552        | <b>\$105,486</b> |          |
| Undergraduate Student Assistant<br>(10 hours/week @ \$15 per hour * 40 weeks)  | \$6,000         | \$6,000         | \$6,000         | \$6,000         | <b>\$24,000</b>  |          |
| Graduate Student Assistant<br>(300 hours @ \$20 per hour)  | \$6,000         | \$6,000         | \$6,000         | \$6,000         | <b>\$24,000</b>  |          |
| <b>Subtotal - Administration</b>   | <b>\$68,114</b> | <b>\$69,798</b> | <b>\$71,531</b> | <b>\$73,316</b> | <b>\$282,760</b> |          |
| <b>2. Language Instruction</b>   |                 |                 |                 |                 |                  |          |
| Lecturer in Persian Language and Culture<br>(25% Salary, 100% time + fringe)   | \$15,450        | \$15,914        | \$16,391        | \$16,883        | <b>\$64,637</b>  | AP1      |
| Lecturers for language workshops (Azeri, Uzbek, Dari,<br>(50% Salary, 100% time + part time fringe)                          | \$3,300         | \$3,300         | \$3,300         | \$3,300         | <b>\$13,200</b>  | AP1      |
| PLC Tutoring ME Languages<br>(Arabic, Hebrew, Persian, Turkish, etc)<br>130 hours per semester x 2 x \$12 (part-time fringe) | \$3,120         | \$3,120         | \$3,120         | \$3,120         | <b>\$12,480</b>  | AP1      |
| Fulbright Language Teaching Assistants<br>(Arabic, Hebrew, Persian, Turkish, Uzbek, etc)                                     | \$2,500         | \$2,500         | \$2,500         | \$2,500         | <b>\$10,000</b>  | AP1      |
| <b>Subtotal - Language Instruction</b>   | <b>\$24,370</b> | <b>\$24,834</b> | <b>\$25,311</b> | <b>\$25,803</b> | <b>\$100,317</b> |          |
| <b>3. Area Studies and Other Instruction</b>   |                 |                 |                 |                 |                  |          |
| Lecturer support for enhancement of AS curricula<br>(4 lectures @ \$500 each)  | \$2,000         | \$2,000         | \$2,000         | \$2,000         | <b>\$8,000</b>   | AP1      |
| Area studies curriculum teacher training workshops<br>(PaCIE, etc)   | \$1,425         | \$1,425         | \$1,425         | \$1,425         | <b>\$5,700</b>   | AP2      |
| <b>Subtotal - Area and Other Instruction</b>   | <b>\$3,425</b>  | <b>\$3,425</b>  | <b>\$3,425</b>  | <b>\$3,425</b>  | <b>\$13,700</b>  |          |
| <b>4. Outreach Personnel</b>   |                 |                 |                 |                 |                  |          |
| Outreach Assistant<br>(50% salary, 100% time + fringe)   | \$18,500        | \$19,055        | \$19,627        | \$20,215        | <b>\$77,397</b>  |          |

## National Resource Center

|   | 2018-2019        | 2019-2020        | 2020-2021        | 2021-2022        | TOTAL            | Priority |
|---|------------------|------------------|------------------|------------------|------------------|----------|
| Faculty Outreach to MSIs<br>(CCC, CCP, MCCC, Cheyney)<br>(Events, 5 @ \$500)                                  | \$2,500          | \$2,500          | \$2,500          | \$2,500          | <b>\$10,000</b>  | CPP1     |
| Graduate Student Outreach to MSIs<br>(CCC, CCP, MCCC, Cheyney)<br>(Events, 5 @ \$250)                         | \$1,250          | \$1,250          | \$1,250          | \$1,250          | <b>\$5,000</b>   | CPP1     |
| ME Language Pedagogy Training w/ K-12 Teachers<br>and Community College Instructors                           | \$2,500          | \$2,500          | \$2,500          | \$2,500          | <b>\$10,000</b>  | CPP1     |
| <b>Subtotal - Outreach Personnel</b>  | <b>\$24,750</b>  | <b>\$25,305</b>  | <b>\$25,877</b>  | <b>\$26,465</b>  | <b>\$102,397</b> |          |
| <b>PERSONNEL SUBTOTAL</b>   | <b>\$120,659</b> | <b>\$123,362</b> | <b>\$126,144</b> | <b>\$129,009</b> | <b>\$499,174</b> |          |
| <b>B. FRINGE BENEFITS</b>   |                  |                  |                  |                  |                  |          |
| Full-Time Professional Staff Benefit Rate - 31.7%   | \$30,389         | \$31,245         | \$32,128         | \$33,036         | <b>\$126,798</b> |          |
| Part-Time Benefit Rate - 9.7%   | \$1,447          | \$1,447          | \$1,447          | \$1,447          | <b>\$5,789</b>   |          |
| <b>FRINGE BENEFITS SUBTOTAL</b>   | <b>\$31,836</b>  | <b>\$32,693</b>  | <b>\$33,575</b>  | <b>\$34,484</b>  | <b>\$132,587</b> |          |
| <b>C. TRAVEL</b>  |                  |                  |                  |                  |                  |          |
| <b>1. Foreign Travel</b>  |                  |                  |                  |                  |                  |          |
| Professional Meetings and Conferences<br>(Travel, 2 @ \$2,000)  | \$4,000          | \$4,000          | \$4,000          | \$4,000          | <b>\$16,000</b>  |          |
| <b>Subtotal - Foreign Travel</b>  | <b>\$4,000</b>   | <b>\$4,000</b>   | <b>\$4,000</b>   | <b>\$4,000</b>   | <b>\$16,000</b>  |          |
| <b>2. Domestic Travel</b>   |                  |                  |                  |                  |                  |          |
| NRC Director's Meeting (Director)<br>(Train between New York and DC: \$300,<br>lodging+per diem:\$300x2 days) | \$900            | \$900            | \$900            | \$900            | <b>\$3,600</b>   |          |
| MESA Meeting (Director/Associate Director)<br>(Flight: \$500, lodging+per diem: \$300x3 days)                 | \$2,800          | \$2,800          | \$2,800          | \$2,800          | <b>\$11,200</b>  |          |
| Language Faculty Training/Workshop x 5<br>(Flight: \$500, lodging+per diem: \$300x2 days)                     | \$5,500          | \$5,500          | \$5,500          | \$5,500          | <b>\$22,000</b>  |          |
| <b>Subtotal - Domestic Travel</b>   | <b>\$9,200</b>   | <b>\$9,200</b>   | <b>\$9,200</b>   | <b>\$9,200</b>   | <b>\$36,800</b>  |          |

## National Resource Center

|  | 2018-2019       | 2019-2020       | 2020-2021       | 2021-2022       | TOTAL           | Priority |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|----------|
| <b>TRAVEL SUBTOTAL</b>                                 | <b>\$13,200</b> | <b>\$13,200</b> | <b>\$13,200</b> | <b>\$13,200</b> | <b>\$52,800</b> |          |
| <b>D. SUPPLIES</b>                                     |                 |                 |                 |                 |                 |          |
| Library Acquisitions                                   | \$7,600         | \$7,600         | \$7,600         | \$7,600         | <b>\$30,400</b> |          |
| K-12 Teaching Materials                                | \$1,000         | \$1,000         | \$1,000         | \$1,000         | <b>\$4,000</b>  | AP2      |
| Video Lending Library Purchases 5@ \$140               | \$700           | \$700           | \$700           | \$700           | <b>\$2,800</b>  | AP1      |
| Digitization of MEC Film Library                       | \$900           |                 |                 |                 | <b>\$900</b>    | AP1; AP2 |
| <b>SUPPLIES SUBTOTAL</b>                               | <b>\$10,200</b> | <b>\$9,300</b>  | <b>\$9,300</b>  | <b>\$9,300</b>  | <b>\$38,100</b> |          |
| <b>E. OTHER</b>  |                 |                 |                 |                 |                 |          |
| <b>1. K-12 Outreach and Teacher Training</b>           |                 |                 |                 |                 |                 |          |
| Teacher Int'l Education Workshops                      |                 |                 |                 |                 |                 |          |
| w/ Penn NRCs   | \$2,850         | \$2,850         | \$2,850         | \$2,850         | <b>\$11,400</b> | AP2      |
| K-12 Summer Institute for Teachers                     | \$3,200         | \$3,200         | \$3,200         | \$3,200         | <b>\$12,800</b> | AP2      |
| K-12 Workshops & Programs w/ Penn Museum               | \$1,425         | \$1,425         | \$1,425         | \$1,425         | <b>\$5,700</b>  | AP2      |
| K-12 Teacher Training                                  |                 |                 |                 |                 |                 |          |
| w/ CCC (Camden County College)                         | \$1,500         | \$1,500         | \$1,500         | \$1,500         | <b>\$6,000</b>  | AP2; CP1 |
| Speakers Bureau (Fees to Speakers)                     | \$3,200         | \$3,200         | \$3,200         | \$3,200         | <b>\$12,800</b> |          |
| Professional Development Workshops for K-12            |                 |                 |                 |                 |                 |          |
| Teachers & Community College Instructors               | \$1,425         | \$1,425         | \$1,425         | \$1,425         | <b>\$5,700</b>  | AP2; CP1 |
| K-12 ME Language Instruction                           | \$4,750         | \$4,750         | \$4,750         | \$4,750         | <b>\$19,000</b> | AP1; AP2 |
| (incl. Tellal Inst. Scholarship Fund)                  |                 |                 |                 |                 |                 |          |
| K-12 ME Music & Arts Programs                          | \$950           | \$950           | \$950           | \$950           | <b>\$3,800</b>  | AP1      |
| K-12 Teachers Library Tour                             | \$600           | \$600           | \$600           | \$600           | <b>\$2,400</b>  | AP2      |
| K-12 Teacher Workshops with Franklin Institute         | \$750           | \$750           | \$750           | \$750           | <b>\$6,000</b>  | AP2      |
| K-12 Programs w/ Local Organizations                   |                 |                 |                 |                 |                 |          |
| (World Affairs Council, etc)                           | \$1,650         | \$1,650         | \$1,650         | \$1,650         | <b>\$6,600</b>  | AP1      |
| naTakallam: video sessions w/refugees                  |                 |                 |                 |                 |                 |          |
| for K-12 classrooms                                    | \$2,430         | \$2,430         | \$2,430         | \$2,430         | <b>\$9,720</b>  | AP1; AP2 |
| <b>Subtotal - K-12 Outreach &amp; Teacher Training</b> | <b>\$24,730</b> | <b>\$24,730</b> | <b>\$24,730</b> | <b>\$24,730</b> | <b>\$98,920</b> |          |
| <b>2. Program Development</b>                          |                 |                 |                 |                 |                 |          |

## National Resource Center

|   | 2018-2019       | 2019-2020       | 2020-2021       | 2021-2022       | TOTAL           | Priority  |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------|
| Joint programs with LPS                     |                 |                 |                 |                 |                 |           |
| Consulting fees                             | \$1,850         |                 |                 |                 | <b>\$1,850</b>  | AP1       |
| Evaluation                                  |                 |                 |                 | \$2,850         | <b>\$2,850</b>  | AP1       |
| Course development                          | \$1,700         | \$1,700         | \$1,700         |                 | <b>\$5,100</b>  | AP1       |
| Program development and administration      | \$800           | \$800           | \$800           | \$800           | <b>\$3,200</b>  | AP1       |
| Advertisement                               | \$475           | \$475           | \$475           | \$475           | <b>\$1,900</b>  | AP1       |
| Penn GSE in Kazakhstan                      |                 |                 |                 |                 |                 |           |
| Evaluation                                  |                 |                 |                 | \$2,850         | <b>\$2,850</b>  | AP1; CPP2 |
| Program development and administration      | \$900           | \$1,350         | \$1,350         | \$1,350         | <b>\$4,950</b>  | AP1; CPP2 |
| Urban Teaching Apprenticeship Prog. w/GSE   | \$4,800         | \$4,800         | \$4,800         | \$4,800         | <b>\$19,200</b> | CPP2      |
| Intercultural Education Program Development |                 |                 |                 |                 |                 |           |
| w/ Drexel GSE                               | \$6,500         | \$6,500         | \$6,500         | \$6,500         | <b>\$26,000</b> | CPP2      |
| Global Speaker Series with Penn Nursing     | \$850           | \$850           | \$850           | \$850           | <b>\$3,400</b>  |           |
| Pluralism in the ME with Katz Ctr           | \$500           | \$500           | \$500           | \$500           | <b>\$2,000</b>  | AP1       |
| Media Training Workshops with ASC           | \$700           | \$700           | \$700           | \$700           | <b>\$2,800</b>  |           |
| <b>Subtotal - Program Development</b>       | <b>\$19,075</b> | <b>\$17,675</b> | <b>\$17,675</b> | <b>\$21,675</b> | <b>\$76,100</b> |           |

### 3. Undergraduate & Graduate Curriculum & Training

|   |         |         |         |         |                |     |
|---|---------|---------|---------|---------|----------------|-----|
| MES Graduate Student Grad Colloquium Series &<br>Grad Student Salon | \$2,000 | \$2,000 | \$2,000 | \$2,000 | <b>\$8,000</b> | AP1 |
| MES Major & Minor Semester Advisory Workshops                       | \$450   | \$450   | \$450   | \$450   | <b>\$1,800</b> |     |
| MES Essay Contest   | \$700   | \$700   | \$700   | \$700   | <b>\$2,800</b> | AP1 |
| MES Translation Contest   | \$500   | \$500   | \$500   | \$500   | <b>\$2,000</b> | AP1 |
| MES Photography Contest   | \$500   | \$500   | \$500   | \$500   | <b>\$2,000</b> | AP1 |
| Undergraduate Pulitzer Reporting Prize                              | \$500   | \$500   | \$500   | \$500   | <b>\$2,000</b> | AP1 |
| In-Class Speaker Series   | \$1,900 | \$1,900 | \$1,900 | \$1,900 | <b>\$7,600</b> | AP1 |
| Sports & Globalization curriculum development                       | \$475   | \$475   | \$475   | \$475   | <b>\$1,900</b> | AP1 |
| Arts & Literature curriculum development                            | \$475   | \$475   | \$475   | \$475   | <b>\$1,900</b> | AP1 |
| Internship & Placement Workshops, Alumni<br>Networking Events       | \$750   | \$750   | \$750   | \$750   | <b>\$3,000</b> | AP1 |
| Lauder Program Pre-Departure Orientation                            | \$500   | \$500   | \$500   | \$500   | <b>\$2,000</b> | AP1 |
| MEC Journal   | \$900   | \$900   | \$900   | \$900   | <b>\$3,600</b> | AP1 |
| Government Career Workshops (Biden Ctr & PWH)                       | \$500   | \$500   | \$500   | \$500   | <b>\$2,000</b> | AP1 |

## National Resource Center

|   | 2018-2019       | 2019-2020       | 2020-2021       | 2021-2022       | TOTAL           | Priority |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|----------|
| <b>Subtotal - Undergraduate &amp; Graduate</b>                              |                 |                 |                 |                 |                 |          |
| <b>Curriculum &amp; Training</b>  | <b>\$10,150</b> | <b>\$10,150</b> | <b>\$10,150</b> | <b>\$10,150</b> | <b>\$40,600</b> |          |
| <b>4. US National Security, Business &amp; Public Outreach</b>              |                 |                 |                 |                 |                 |          |
| Scholarship Fund for Veterans for MMES at LPS                               | \$0             | \$2,000         | \$2,000         | \$2,000         | <b>\$6,000</b>  | AP1      |
| MEC Podcast   | \$1,350         | \$1,350         | \$1,350         | \$1,350         | <b>\$5,400</b>  | AP1      |
| Public Outreach w/ Global Philadelphia Association                          | \$1,000         | \$1,000         | \$1,000         | \$1,000         | <b>\$4,000</b>  | AP1      |
| Speaker Forum w/Perry World House   | \$500           | \$500           | \$500           | \$500           | <b>\$2,000</b>  | AP1      |
| Veterans programs (oral history project,<br>post-deployment briefings, etc) | \$500           | \$500           | \$500           | \$500           | <b>\$2,000</b>  | AP1      |
| Collaboration w/CERL & other partners on<br>national security events        | \$2,400         | \$2,400         | \$2,400         | 2400            | <b>\$9,600</b>  | AP1      |
| <b>Subtotal - US National Security, Business &amp; Public</b>               | <b>\$5,750</b>  | <b>\$7,750</b>  | <b>\$7,750</b>  | <b>\$7,750</b>  | <b>\$29,000</b> |          |
| <b>5. Post-Secondary Outreach</b>   |                 |                 |                 |                 |                 |          |
| Programs with GSE, etc<br>(Lectures, Symposia, Colloquia)                   | \$1,850         | \$1,850         | \$1,850         | \$1,850         | <b>\$7,400</b>  | CPP2     |
| Professional Development with CCP   | \$2,800         | \$2,800         | \$2,800         | \$2,800         | <b>\$11,200</b> | CPP1     |
| Academic Programs & Professional Development<br>w/ CCC                      | \$3,200         | \$3,200         | \$3,200         | \$3,200         | <b>\$12,800</b> | CPP1     |
| Curriculum Development and Programs<br>w/ Cheyney University & other MSIs   | \$1,700         | \$1,700         | \$1,700         | \$1,700         | <b>\$6,800</b>  | CPP1     |
| <b>Subtotal - Post-Secondary Outreach</b>                                   | <b>\$9,550</b>  | <b>\$9,550</b>  | <b>\$9,550</b>  | <b>\$9,550</b>  | <b>\$38,200</b> |          |
| <b>6. Collaborative Programming</b>   |                 |                 |                 |                 |                 |          |
| MESA  | \$1,000         | \$1,000         | \$1,000         | 1000            | <b>\$4,000</b>  |          |
| CASA (Center for Arabic Study Abroad)                                       | \$1,200         | \$1,200         | \$1,200         | \$1,200         | <b>\$4,800</b>  | AP1      |
| Midwest Institute w/ Other NRCs<br>(Faculty Training for 2-year colleges)   | \$2,500         | \$2,500         | \$2,500         | \$2,500         | <b>\$10,000</b> | CPP1     |
| CESSI (Central Eurasian Studies Summer Institute)<br>w/ Other NRCs          | \$1,500         | \$1,500         | \$1,500         | \$1,500         | <b>\$6,000</b>  | AP1      |
| Eastern Consortium for Persian and Turkish<br>w/ Other NRCs                 | \$2,700         | \$2,700         | \$2,700         | \$2,700         | <b>\$10,800</b> | AP1      |
| Middle East Outreach Council  | \$150           | \$150           | \$150           | \$150           | <b>\$600</b>    | AP1      |

## National Resource Center

|  | 2018-2019        | 2019-2020        | 2020-2021        | 2021-2022        | TOTAL            | Priority |
|--|------------------|------------------|------------------|------------------|------------------|----------|
| Association of Iranian Studies                                   | \$250            | \$250            | \$250            | \$250            | \$1,000          | AP1      |
| Global Distinguished Lecture Series<br>w/ Penn NRCs              | \$1,900          | \$1,900          | \$1,900          | \$1,900          | \$7,600          |          |
| AATP (American Association for Teachers of Persian)              | \$850            | \$850            | \$850            | \$850            | \$3,400          | AP1      |
| AATA (American Assoc for Teachers of Arabic)                     | \$850            | \$850            | \$850            | \$850            | \$3,400          | AP1      |
| NATH (Nat'l Assoc for Teacher of Hebrew)                         | \$850            | \$850            | \$850            | \$850            | \$3,400          | AP1      |
| AATTL (American Association for Teachers of<br>Turkic Languages) | \$850            | \$850            | \$850            | \$850            | \$3,400          | AP1      |
| <b>Subtotal - Collaborative Programming</b>                      | <b>\$14,600</b>  | <b>\$14,600</b>  | <b>\$14,600</b>  | <b>\$14,600</b>  | <b>\$58,400</b>  |          |
| <b>7. Conferences, Symposia &amp; Workshops</b>                  |                  |                  |                  |                  |                  |          |
| Beyond the Silk Roads Conference                                 |                  | \$10,000         |                  |                  | \$10,000         | AP1      |
| Religious Traditions of Iran Symposium                           | \$3,200          |                  |                  |                  | \$3,200          | AP1      |
| Bilingualism Workshops w/ GSE                                    |                  | \$2,000          |                  | \$2,000          | \$4,000          | AP1      |
| State of the Stateless Conference                                |                  |                  | \$9,000          |                  | \$9,000          | AP1      |
| <b>Subtotal - Conferences and Workshops</b>                      | <b>\$3,200</b>   | <b>\$12,000</b>  | <b>\$9,000</b>   | <b>\$2,000</b>   | <b>\$26,200</b>  |          |
| <b>8. Outreach Activities</b>                                    |                  |                  |                  |                  |                  |          |
| ME Speakers Series<br>(Arab World, Iran, Israel, Turkey)         | \$10,000         | \$10,000         | \$10,000         | \$10,000         | \$40,000         | AP1      |
| Middle East Film Festivals                                       | \$3,000          | \$3,000          | \$3,000          | \$3,000          | \$12,000         | AP1      |
| Women & Gender ME Speaker Series                                 | \$1,140          | \$1,140          | \$1,140          | \$1,140          | \$4,560          | AP1      |
| ME Studies Works in Progress Seminar                             | \$475            | \$475            | \$475            | \$475            | \$1,900          |          |
| <b>Subtotal - Outreach Activities</b>                            | <b>\$14,615</b>  | <b>\$14,615</b>  | <b>\$14,615</b>  | <b>\$14,615</b>  | <b>\$58,460</b>  |          |
| <b>9. Evaluation</b>   |                  |                  |                  |                  |                  |          |
| Joint NRC Evaluation Project                                     | \$3,000          | \$3,000          | \$3,000          | \$3,000          | \$12,000         |          |
| External Evaluation  |                  |                  |                  | \$2,850          | \$2,850          |          |
| <b>Subtotal - Evaluation</b>                                     | <b>\$3,000</b>   | <b>\$3,000</b>   | <b>\$3,000</b>   | <b>\$5,850</b>   | <b>\$14,850</b>  |          |
| <b>OTHER SUBTOTAL</b>  | <b>\$104,670</b> | <b>\$114,070</b> | <b>\$111,070</b> | <b>\$110,920</b> | <b>\$440,730</b> |          |

National Resource Center

|   | 2018-2019        | 2019-2020        | 2020-2021        | 2021-2022        | TOTAL              | Priority |
|---|------------------|------------------|------------------|------------------|--------------------|----------|
| <b>F. TOTAL DIRECT COSTS</b>                  | <b>\$280,565</b> | <b>\$292,625</b> | <b>\$293,289</b> | <b>\$296,913</b> | <b>\$1,163,391</b> |          |
| <b>G. INDIRECT COSTS (8% of direct costs)</b> | <b>\$22,445</b>  | <b>\$23,410</b>  | <b>\$23,463</b>  | <b>\$23,753</b>  | <b>\$93,071</b>    |          |
| <b>TOTAL FUNDING REQUESTED</b>                | <b>\$303,010</b> | <b>\$316,035</b> | <b>\$316,752</b> | <b>\$320,666</b> | <b>\$1,256,463</b> |          |

## FLAS Fellowships

| Academic Year                         | 2018-2019          | 2019-2020        | 2020-2021        | 2021-2022        |
|---------------------------------------|--------------------|------------------|------------------|------------------|
| <b>Institutional Payment</b>          |                    |                  |                  |                  |
| 7 Graduate Students (\$18,000*7)      | \$126,000          | \$126,000        | \$126,000        | \$126,000        |
| 4 Undergraduate Students (\$10,000*4) | \$40,000           | \$40,000         | \$40,000         | \$40,000         |
| <b>Subsistence Allowance</b>          |                    |                  |                  |                  |
| 7 Graduate Students (\$15,000*7)      | \$105,000          | \$105,000        | \$105,000        | \$105,000        |
| 4 Undergraduate Students (\$5,000*4)  | \$20,000           | \$20,000         | \$20,000         | \$20,000         |
| <b>Total Academic Year</b>            | <b>\$291,000</b>   | <b>\$291,000</b> | <b>\$291,000</b> | <b>\$291,000</b> |
| <b>Summer</b>                         | <b>2018-2019</b>   | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> |
| <b>Institutional Payment</b>          |                    |                  |                  |                  |
| 7 Students (\$5,000*7)                | \$35,000           | \$35,000         | \$35,000         | \$35,000         |
| <b>Subsistence Allowance</b>          |                    |                  |                  |                  |
| 7 Students (\$2,500*7)                | \$17,500           | \$17,500         | \$17,500         | \$17,500         |
| <b>Total Summer</b>                   | <b>\$52,500</b>    | <b>\$52,500</b>  | <b>\$52,500</b>  | <b>\$52,500</b>  |
| <b>TOTAL FELLOWSHIP BUDGET</b>        | <b>\$343,500</b>   | <b>\$343,500</b> | <b>\$343,500</b> | <b>\$343,500</b> |
| <b>FOUR YEAR TOTAL</b>                | <b>\$1,374,000</b> |                  |                  |                  |